DOCUMENT RESUME

ED 409 413 UD 031 806

| | |
|---|---|
| TITLE | School Mediation Trainer's Guide. |
| INSTITUTION | Good Shepherd Neighborhood House, Philadelphia, PA. |
| PUB DATE | 93 |
| NOTE | 86p.; For the student mediator's training manual, see UD 031 805. For related manual, see UD 031 807. |
| AVAILABLE FROM | Good Shepherd Neighborhood House Mediation Program, 5356 Chew Avenue, Philadelphia, PA 19138 ($25). |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | EDRS Price MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Conflict Resolution; Elementary School Students; Elementary Secondary Education; *Ethics; Legal Problems; Peer Influence; Peer Relationship; Secondary School Students; *Teacher Education; *Training; *Urban Youth; Workshops |

ABSTRACT

Mediation is a process that enables two or more persons in a dispute to find mutually agreeable solutions to their differences with the aid of a mediator. The mediator does not take sides, but helps the disputants consider their options. Mediation is voluntary, and disputing parties must agree to participate. The mediator does not have the power to force an agreement. School mediation programs have been starting in schools across the United States as an alternative to traditional dispute resolution methods. Mediators in a school program are students who are trained in the mediation process and in critical listening skills. This guide, which accompanies a manual for students in grades 5 through 12 who are learning to become student mentors, provides a suggested outline for trainers to use in carrying out the 24 hours of training for student mediators. Much of the training time should be spent on roleplays, and suggestions for these scenarios are included. Recommended agendas are presented based on four 6-hour school days. Over the four agenda days, the following topics are discussed: (1) introduction to the mediation process; (2) premediation; (3) the mediation processes of factfinding, brainstorming, collaborating, bargaining, and closing the agreement; (4) postmediation; (5) ethical issues and special situations; (6) role plays; and (7)legal issues. Thirteen forms that may be used in the mediation process are presented. (SLD)

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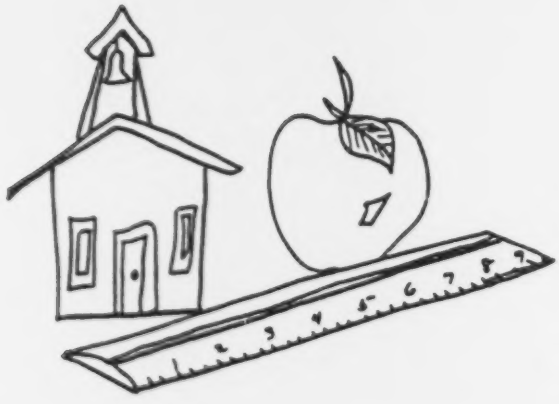
# SCHOOL MEDIATION TRAINER'S GUIDE

**Prepared by**
**Good Shepherd Neighborhood House**
**Mediation Program**
**Staff and Volunteers**



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# PREFACE

The Mediation Program at Good Shepherd Neighborhood House has been in operation in Philadelphia since 1984. It began as a result of a comprehensive community needs assessment indicating that the neighbors' main concerns are: crime, family and youth violence.

Mediation as an alternative to police and court intervention is an appropriate approach to these problems. First, the Mediation Program developed a method for handling crime in the street by training Block Captains and community leaders in the mediation process so that they could intervene immediately. To address problems in the home, the Mediation Program trained volunteers to mediate family disputes, particularly those involving parents and youth referred to the Mediation Program by Family Court's Pre-Delinquent Intake Unit. Teens were trained to co-mediate these disputes with adult mediators.

The School-Based Mediation Project began in 1987 with the goal of institutionalizing the mediation process within the school setting. The objective is to teach effective communication and participatory decisionmaking to youth who will carry these skills with them into their families and other relationships within society.

The *Student Mediator's Training Manual* was written to train 5th – 12th grade students to facilitate the mediation process. This *School Mediation Trainer's Guide* accompanies that manual, providing a suggested outline for trainers to use in carrying out the 24-hour training.

A special note of thanks to the artist, M. Antione Thérèse, and the Mediation Program Advisory Board's Education and Training Committee which compiled, edited and desktop published the first edition of this Guide: Cheryl Cutrona; Melissa Frame; Ashley Hulsey; Brigid Lawlor; Hank Perritt, Juanita Price; Maryellen Shields and Dea Silbertrust.

We appreciate all the students and staff who used the first edition and helped DeVonne Coleman-White and Cheryl Cutrona revise, update and expand this 1994 edition. We are also grateful to Sr. Mary O'Brien and Marilou Thielen for taking the time to proofread this edition.


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# ORIENTATION TO THE SCHOOL MEDIATION TRAINER'S GUIDE

This Trainer's Guide accompanies the *Student Mediator's Training Manual* prepared by Good Shepherd Neighborhood House Mediation Program Staff and Volunteers. It includes techniques and training exercises which the Mediation Program's Trainers have found to be successful in urban middle and high schools in Philadelphia.

Mediation training differs from traditional classroom teaching in that students discover the principles of dispute resolution as they actually practice mediation skills. Teachers/trainers set behavioral goals, but students train themselves as they perform the exercises and roleplays and share their own experiences while practicing their skills in classrooms, families and neighborhoods.

The *Student Mediator's Training Manual* is written for students in the 5th – 12th grades. We have tried to keep the language and concepts fairly simple, although each teacher knows best the most appropriate level for communicating with his/her students. Feel free to modify, add to, or delete our material with that of your own.

The roleplays included in the manual are simple so that students will concentrate on process rather than details surrounding the conflict. If you feel that more complicated issues will work better with your group, write roleplays to suit your school environment.

The training works best with 16 to 20 trainees (multiples of four work best for roleplaying with two disputants and two co-mediators). If more than 20 students are being trained, it is advisable to have more than one trainer.

The selection of students for training can be based on teacher recommendations, student nominations, volunteering, or a variety of the above. Many classroom troublemakers have become excellent mediators as they learn positive outlets for their leadership skills. The success of the school mediation program partly depends on the mediators. Many schools have found that training a cross-section of students (of various races, cultures, cliques and grades) allows more students to "own" the program and trust the outcome of the mediation sessions.

At least 24 hours should be devoted to training with much of the time spent on roleplaying. Students can receive mediation training as part of the curriculum (e.g., as an elective class or part of a government or social studies class) or by excusing students from class to participate in special training sessions. The recommended agendas included in the Trainer's Guide are based on four six-hour school days with a 1/2-hour lunch period and two short (10-15 minute) breaks each day. You can adapt the time frames to suit your particular time frame.

Evaluation of a student's competence to mediate should be based primarily on the student's mediation skills as evidenced in the roleplays. You may want to pair students with strong skills to co-mediate with those who need more practice.


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If possible, meet with your peer mediators regularly in a group to provide networking, continuing education, and to develop activities which help to promote the mediation program within your school environment. Some of the activities peer mediators have found useful include: performing mediation roleplays at student assemblies; classroom presentations; announcements in school newspapers; posters; peer mediator buttons; and slogan contests.

Best wishes for a successful program. Mediation works!

## PEER MEDIATION IN SCHOOLS

When disputes among students are settled by intimidation and violence, or intervention by school authorities, the issues in the original conflict are almost always lost and the disruptive elements remain.

Peer mediation programs in schools are being developed all over the country to: (1) reduce incidents of violence, vandalism and truancy; (2) provide an alternative to suspension; (3) enable students to utilize leadership potential, develop maturity and responsibility, and demonstrate to administrators and teachers that they can resolve problems. Research has shown that the grades of student meditors also improve.

Peer mediation can be used to resolve conflicts in a way that addresses the real interests of each party. This approach to school-related disputes provides intervention before dispute escalates into violence, and allows those involved to develop their own solutions.

A student mediator – a trained, neutral third-party – helps disputing students reach a mutually satisfactory agreement thereby containing the conflict without burdening school officials.

The mediation program will only survive if cases are referred to mediation. This means the administration must make a commitment to promote the use of peer mediation to resolve student disputes. Department heads, disciplinarians, counselors, teachers, non-teaching staff, and students may refer cases to the School Mediation Program. Typical referrals include miscommunication, theft, arguments, fights, rumors, vandalism and suspensions. Be sure that your referral policy is clearly stated and restated frequently so everyone knows how to access your mediation process.

The forms in this Guide may be reproduced or personalized for your program.


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# DAY ONE AGENDA

**TIME:** Six-hour day with 30 minute lunch and two short (10-15 minute breaks).

**MATERIALS:** Newsprint, markers and masking tape (or chalkboard); attendance list; name tags (optional); orange (optional); mediation video (optional)

**HANDOUTS:** Pre-Training Questionnaires for Students and Staff; Perception Exercise

## INTRODUCTION

- **ATTENDANCE:** Have the students and staff participants (hereinafter students) sign an Attendance Sheet by printing their name exactly the way they would like it to appear on their Certificate of Completion. Go over the schedule for the week and emphasize that *students must attend all 24 hours to be certified; absences are not permitted.*
- **WELCOME:** Welcome all the trainees and congratulate them on being there. Explain that the role of the staff participants is the same as that of the students; everyone is here to learn something new. Discuss the history of the Peer Mediation Program at your school, if appropriate, and their role in it when they complete the training.
- **HOUSEKEEPING:** Discuss housekeeping details (e.g., keeping the room free of debris, rearranging chairs at the end of the day (if appropriate), etc.).
- **REFRESHMENTS**: Note the location of refreshments (if appropriate) and any particulars about whether or not beverages may be eaten during training.
- **RESTROOMS**: Note the location of restroom facilities to be used, whether or not a hall pass is needed (if appropriate), and your policy on whether students may leave as needed or wait for break.
- **LUNCH/BREAKS:** Go over your schedule. Explain your policy regarding where they are allowed to be during break, where they are to eat (if different than usual) and the importance of returning on time.
- **GROUND RULES:** Post and announce your ground rules. Some general ones are: (1) One person speaks at a time; no interrupting; (2) Participation is encouraged and each participant's contributions will be respected; (3) Trainers will try to answer everyone's questions; however, there may be times when questions need to be postponed to get through a certain agenda item in a timely manner; and (4) Absences are not permitted. Ask the students if there are any ground rules they would like to add. Ask them if they agree to abide by the rules (if not they may leave). If you are a visiting trainer, ask if the students know of any rules that should be added at this particular location.


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### PRE-TRAINING QUESTIONNAIRE

This questionnaire was designed for the School Mediation Program. It evaluates the students' attitudes toward conflict. The same test is given again after the training. Their responses can be compared to see if the training affected their attitudes.

Without mentioning that it will be given again after the training, distribute and explain the Pre-Training Questionnaire. Give students approximately 15-20 minutes to complete it and turn it in.

### ICEBREAKER

Trainers should select an appropriate icebreaker or use the following:

#### "Fact or Fiction?"

Pair the students, preferably with someone they don't know. Give them three minutes to introduce themselves to their partners after which they should be prepared to introduce their partner to the group. The introduction should include: (1) Name; (2) Something about yourself that is true (a fact); and (3) Something about yourself that is a fantasy (fiction).

Going around the room (left to right), tell them to "Introduce your partner without telling what information is fact and what is fantasy."

When they are finished, ask the group to (1) stand; (2) move two chairs to their left; and (3) sit down. Beginning with the person sitting in the chair that was previously occupied by the first person to speak last time, instruct them to "Reintroduce the person who was previously sitting in the chair that you are now sitting in."

There should be a lot of confusion and fun! If someone stumbles, ask their partner (co-mediator) to help them out. Keep the rest of the group from shouting out the answers.

Debrief by asking: "Why do you think we do this exercise?" Responses should include: wake you up; make sure you're listening; get to know each other; shows how you can rely on a co-mediator to help you out when you're stuck; moving chairs gives you a new perspective on the room; distractions make it difficult to listen; sometimes it's difficult to tell what's fact and what's fiction; there's always something new you can learn about everyone; etc.

### EXPECTATIONS/PERSONAL GOALS OF PEER MEDIATION TRAINING

Ask: "What do you hope to learn at the mediation training?" List their responses on newsprint and post. After their responses, if they have not already included them, add:

- how to be mediators/peacemakers
- new skills that they will be able to apply in their personal lives as well as at school (active listening, summarizing, problemsolving, notetaking, etc.)
- how to keep from taking sides (staying neutral)


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- why mediation is a good way to resolve interpersonal disputes

**AGENDA REVIEW**

Hand out or post and review the agenda for Day One (on following page).

**CONCLUSION**

- Ask if there are any questions about today's material.
- Thank students for their participation and cooperation.
- Homework assignment, if any (for example, if you run short of time you can ask them to complete their opening statements at home).
- Collect manuals OR remind trainees to bring their manuals to the next session.
- Note date, time, and location of next session. Remind students (and staff participants!) to be prompt so training can start on time.

**DISMISSAL**


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# PEER MEDIATION TRAINING
# DAY ONE AGENDA

**Introduction**

**"Fact or Fiction?"**

**What is Conflict?**

**What Conflicts Happen at Your School?**

**How are Conflicts Handled at Your School?**

**How Does Mediation Work?**

**How Does Mediation Differ from the Legal System?**

**BREAK**

**Mediator Qualities**

**Stages of Mediation**

**Mediation Demonstration (video or live roleplay)**

**LUNCH**

**Pre-mediation Stage**

- **Attitudes**
- **Perception**
- **Atmosphere**
- **Table/Seating Arrangements**
- **Supplies**
- **Time**
- **Preparing for Co-Mediation**

**BREAK**

**Mediation Process**

- **Opening Statement**


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# CHAPTER ONE

## INTRODUCTION TO THE MEDIATION PROCESS

### Objectives

1. To begin to get to know the other group members and develop team spirit.
2. To realize that conflict is normal and that how we manage it determines the outcome.
3. To understand what mediation is.
4. To understand what a mediator does.

### What Is Conflict?

Lead the group in a word association exercise. Write the word "CONFLICT" on your newsprint or chalkboard. Ask the students to tell you what comes to their mind when they hear the word "CONFLICT."

List their answers on the newsprint or board. Most of the responses should be negative (e.g., fighting, anger, disagreement, stress, etc.). After listing about 15-20 word associations, ask "What do all these words have in common?" Lead them to the answer that they are all (or mostly) negative. Ask them why they think it turned out that way. After listening and paraphrasing their answers, point out that we are taught to believe that conflict is "bad." Stress that conflict, in and of itself, (1) is neither good or bad; (2) conflict is normal; (3) conflict will never go away; and (4) how conflict is managed determines whether the outcome is good or bad.

Ask students to think of conflict in a positive way and list their responses. Typical responses may be: opportunity for growth; understanding; agreement; communication; listening; etc.

Explain the difference between Win/Win, Win/Lose and Lose/Lose as possible outcomes. Point out that mediation provides disputants with an opportunity to negotiate a Win/Win outcome.

### What Conflicts Happen at Your School?

Ask what kinds of things people fight about at this school, and for what things students might get in trouble (see Exercise #1 in the *Student Manual*). After students fill out their manual, record input on the chalkboard or newsprint. Possible responses include: miscommunication (he say/she say); rumors; gossip; boyfriend/girlfriend disputes; drugs; debt repayments; looking at someone the "wrong" way; etc.


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### How are these Conflicts Handled?

Next, ask the students to look back at the way disputes are usually handled at school (see Exercise #2). Typical responses will be: arguing; fighting; pushing; shoving, etc.

Lead them into listing if fighting, etc. occurs, what happens at school according to their Code of Conduct. For example: detention; suspension; parents called in; meeting in principal's/disciplinarian's office, etc.

Discuss how these various options work. Discuss how mediation might work. Ask them if there are any situations for which mediation might not be appropriate.

### How Does Mediation Work?

Using an orange as a prop (optional), tell the following story to illustrate how mediation can work:

One Saturday morning, a parent is awakened by her two children arguing loudly over the last orange in the house. Each insists that he/she must have the orange. Ask the students how they would handle it if they were in the parent's position.

Typical answers will include: cut it in half; have one person cut it in half and the other person select the his/her piece first; take it away; eat it yourself; throw it away; ask who had it first.

Ask the students how a mediator might handle the situation.

After the students offer ideas, suggest the following if no one else has: Ask the disputants why each wanted the orange. One wanted the juice from the orange because he/she was coming down with a cold and believed the Vitamin C might help prevent the cold from becoming worse. The other wanted the orange peel to make icing for a cake. If the parent had asked why, the Win/Win solution would have been obvious.

Point out that not all conflicts can be resolved so easily, however, once people move beyond their "positions" (I want...) and begin discussing their "interests" (why I need...) creative solutions can often be worked out. Mediation offers disputants the opportunity to listen to each other's interests and search for ways to satisfy everyone's needs.

Explain that the mediator guides the discussion and helps the parties focus on their interests so that they can negotiate a resolution that both parties can live with.

### How does Mediation Differ from the Legal System (i.e., going to court)

Ask the students how they think mediation differs from going to court. List their answers on the newsprint or chalkboard. Lead the brainstorming session toward a chart like this:


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| Court | Mediation |
|---|---|
| Formal | Informal |
| Record is kept (public record) | No record is kept (confidential) |
| Judge or jury decides | Disputants decide |
| Solution must follow a set of laws and precedents | Solution can be creative |
| Scheduling can take from 3-7 years | Scheduling can occur within a few weeks |
| Winner and loser | All parties can win |

### Mediator Qualities

Ask the students why they think they were chosen to be peer mediators and to brainstorm qualities they think a good mediator should have. If they get stuck refer back to the last chart (e.g., if mediation is confidential, what kind of quality should a mediator have? Answer: the ability to keep a secret.) Your list should have the following responses:

**Mediator Qualities**
Good listening skills
Ability to keep a secret (maintain confidentiality/does not gossip)
Ability to keep from taking sides (maintain neutrality)
Ability to refrain from giving advice (let the disputants decide)
Knows how to keep personal opinions from affecting the mediation
Good leadership skills
Good communication skills
Willingness to help others
Knows school rules and regulations

### Stages of Mediation

Review the Stages of Mediation chart on page 6. Briefly discuss each step in the process.

### Mediation Demonstration

Arrange to have previously trained mediators join the group for the hour before lunch to perform a roleplay which they have prepared in advance.

OR

If you have a video of a mediation or a previously taped roleplay, use it.

Debrief afterwards by asking questions such as: "What skills did you observe the mediator using?" "Do you think the resolution was fair?" (point out that it doesn't matter to anyone except the disputants) "Do you think you can mediate disputes?"

If there is time, ask the experienced mediators to talk about their experiences as peer mediators.


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# Your Notes


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# CHAPTER TWO

## PRE-MEDIATION

### Objectives

1. Review and expand on the role of the mediator.
2. Be aware of how biases might interfere with neutrality.
3. Understand the importance of setting the stage for collaboration.
4. Understand how co-mediators work together.
5. Understand the benefits of co-mediation.

### Attitude

What kind of attitude is the mediator supposed to have? Define neutrality as "being able to keep from taking sides with either party and being able to look at their situation objectively." What kinds of things might make it difficult for the mediator to be neutral? Go over the section on mediator biases. Ask the students to do Exercise #1 in pairs. Give them five minutes to discuss the situation and list their responses. When they are finished, ask them to share their answers with the group. There is no wrong or right answer. Some students may be able to mediate this situation without letting their personal history stand in the way. Others may not feel they would be able to stay objective. It is a personal choice. Point out that mediators should not accept a case about which they feel bias. For example, an adult mediator going through a divorce probably should not mediate a divorce case; or a landlord who had a bad experience with a tenant recently probably should not mediate a landlord-tenant case.

What can you do if you accept a case, then find yourself losing your neutrality during the session? Have them work on Exercise #2 individually for five minutes. When they are finished, ask them to share their answers with the group. Typical responses may include: call a caucus with your co-mediator and explain the situation so he/she can help out (point out that sometimes it helps to just talk about it); remember that the situation belongs to the parties and you are not personally involved; or if it is impossible to be impartial, excuse yourself from the case and report your reluctance to mediate the case with the Mediation Coordinator.


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### Perceptions

Make copies of the following phrase and cut into 1" X 3" strips. Distribute one to each student.

> FEARFUL OF LOSING THEIR NEUTRALITY, NEW MEDIATORS OFTEN EXCUSE THEMSELVES FROM THE KIND OF CASE THAT FEELS UNCOMFORTABLE.

Tell them to "count the number of Fs in this sentence." Typical responses will be to think. Some students will immediately respond: "3" (they only counted the words that begin with an F.) Ask: "Does anyone see a different number?" Several more students will start to see more. After a while give them the correct answer and explain that most people pass over the F in "of" and other places where it is not the first letter of the word. The correct answer is 8.

Ask: "Why do you think we do this exercise?" Responses should include: first impressions are deceiving; there is always more to a situation than what we see at first; didn't take enough time to really look closely at what was there; think we know more than we do; people look at things differently (perspective).

Lead them into a discussion of how perceptions might affect a conflict.

You can substitute other perception exercises.

### The Parties' Attitudes

Point out that the parties come to mediation with their own fears and perceptions, too. Give the students several minutes to do Exercise #3. Ask them to share their answers, then lead a discussion of how co-mediators could reassure the parties by their behavior during the mediation session.

### Atmosphere

What is atmosphere? What kind of atmosphere is best for a mediation session? What can you do to create a good atmosphere and set the stage for the mediation session? Record the students' input on newsprint or the chalkboard. The idea is to create an environment that is calming and neutral. Prompt, if necessary, to direct them to the following:

- **Location:** A neutral setting is one that is not associated with anything special to either of the parties and not associated with something negative. For example, mediating in the Disciplinarian's Office would not be a neutral setting because the room is associated with discipline; mediating in a disputant's dorm room would not be neutral because of "turf" considerations. Have the students name five good (neutral) locations and five bad ones. Typical responses will include the library, the auditorium, the cafeteria, the empty room near the ..., etc. Be sure to discuss:


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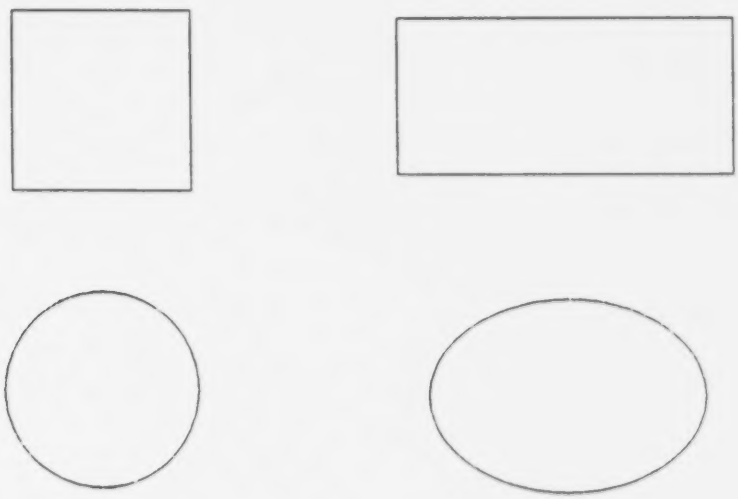
**Room size** – A room that is too large might be perceived as impersonal and not intimate enough. A room that is too small might be too cramped for comfort; if the parties are seated too close together it might intensify hostility. Basically, if the room is not comfortable it may negatively impact the disputants' willingness to cooperate.

**Privacy** – is needed for confidentiality. High traffic areas (those with vending machines, copy machine nearby, etc.) are less than ideal because you don't want interruptions or distractions. Also, the room should be fairly soundproof so people outside the room can't hear what's going on in the mediation session.

**Decor** – Soft tones might be more calming than bright colors. Peace posters or information about mediation and cooperation can set the tone. Comfortable setting (e.g., homey furniture like a sofa or chair) is an asset, but not a necessity.

- **Table/seating arrangement:** What kind of table would be best? Ideally, a round table would be nice because no one is perceived as sitting at the head of the table (position of power). Have the students come to the chalkboard and arrange seating for various table sizes and variations in numbers of mediators and disputants.



No one answer is right; it varies according to personal taste. Just make sure the students can justify their choices (e.g., oval table with disputants at far ends so they are farther apart; co-mediators sitting across from each other so they can signal each other, if necessary; etc.).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- **Supplies:** review the list of supplies suggested in the manual and discuss why each might be needed. Assure the students that supplies will be provided for them in the school mediation room, but that they need to know what should be there in case something is missing.
- **Time:** discuss how timing might be important. For example, not enough time to finish; scheduling mediation session during one of the disputants favorite classes; difficulty of scheduling everyone in the same room at the same time when everyone's class roster is different, etc.

### Preparing for Co-mediation

Ask students to define co-mediation. Once a working definition has been reached, ask the students to list three situations for which working with a co-mediator might be helpful (e.g., mirroring the disputants by gender, race, cultural background, grade level, etc.).

Ask students why it is important for the co-mediators to plan ahead before the disputants arrive at the mediation room? What types of things should they consider? Typical responses should be: seating arrangement, task sharing, etc.

### Co-mediator Caucuses

Ask the students why it might be necessary to caucus with their co-mediator. Good answers include:

- To strategize
- To talk together if one mediator feels biased (starting to take sides)
- To talk with the coordinator if they get stuck (not making any progress)

Discuss the considerations listed in the manual.

### Advantages of Co-mediation

Discuss the considerations listed in the manual. Some students may express the desire to mediate alone. That is a policy decision each program needs to make. After peer mediators have co-mediated several sessions, if they feel comfortable you may allow them to mediate on their own. It's good to know who feels comfortable mediating independently because it could come in handy when there are scheduling conflicts.

### Co-mediator Cautions

Discuss co-mediation cautions listed in the Student Manual and why these considerations are important.

### Exercise #4

Ask the students to look at the Intake Form for Exercise #4 which describes a dispute between Angela and Lois. This is the key roleplay for this training manual. What kinds of information are important to the mediator? Have the students do Exercise #4 in pairs.


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Afterwards, debrief the group at large to check their answers.

1. Lois and Angela
2. Property damage (muddied notebook)
3. Why did Angela throw Lois's notebook in the mud (motivation)? Was it an accident or did she do it on purpose (intent)? Are Lois and Angela friends? What is their past history as friends? Do they want to remain friends?

The answers to questions 4 – 8 are based on personal choice. Almost any answer is acceptable.

### Stages of Mediation

Review the Stages of Mediation chart on page 6 of the Student Manual. Re-emphasize that the pre-mediation tasks set the stage for a successful mediation. Stress the importance of neutrality and confidentiality to the mediation process.


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# Your Notes


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# CHAPTER THREE – DAY ONE

## MEDIATION PROCESS: OPENING STATEMENT

### Objectives

1. Develop an understanding of the importance of first impressions.
2. Develop an understanding of how the Opening Statement sets the tone for the mediation session.
3. Practice delivering an Opening Statement.

### Introductions

Explain how the disputants will be introduced to the mediators by the Mediation Coordinator. Ask the students how they should greet the parties as they enter the room. Prompt, if necessary, to emphasize the importance of first impressions. Responses should include: mediators stand and shake each party's hand (must greet both parties, not just one or the other, to ensure the perception of neutrality); repeat their names; and show parties to their assigned seats (refer back to importance of seating arrangements).

Ask the students to practice introducing themselves as a mediator to two parties. Debrief by asking: "When you roleplayed the disputant, did you perceive the mediator as neutral?" "When you roleplayed the disputant, did your mediator make you feel comfortable?" "When you roleplayed the mediator, how did you feel?"

### Opening Statement

Explain that the goals of the Opening Statement are to:

- set the tone
- create trust
- provide structure
- encourage participation

Review the section on Opening Statement in the Student Manual and emphasize that every point listed needs to be included in their Opening Statement.

Have students do Exercise #1. Instruct them to write the Opening Statement in their own words and cover every point listed in the Student Manual Opening Statement Checklist on page 19.


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**Optional:** Some Coordinators find it helpful to use a uniform Confidentiality Exclusion Statement. For example:

> EVERYTHING DISCUSSED DURING THE MEDIATION SESSION IS CONFIDENTIAL EXCEPT INFORMATION ABOUT [insert whatever your school administration decides must be reported].

Schools may decide to exclude from confidentiality information pertaining to child abuse, drugs, weapons and threats of suicide. This is an ethical decision that should be based on your school climate. The administration should be involved in making this decision prior to the implementation of your peer mediation program (For more information about confidentiality considerations see *How to Start a School-Based Mediation Program* prepared by Good Shepherd Neighborhood House Mediation Program).

Some students may also feel strongly about what they feel they can keep confidential and what they feel ethically compelled to report. If this comes up, lead a discussion on ethical considerations. Remind them that this will be discussed more fully in Chapter 43 which deals with Ethical Issues and Special Situations.

When the students have finished writing their Opening Statements, have them pair up to practice reading them out loud to each other. If there is time, ask for volunteers to read their statements out loud to the whole group.

Instruct students who have not completed their Opening Statements to work on it at home and to be prepared to read it out loud at the next training session.


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# DAY TWO AGENDA

**TIME:** Six-hour day with 30 minute lunch and two short (10-15 minute) breaks.

**MATERIALS:** Newsprint, markers and masking tape (or chalkboard); attendance list; name tags (optional).

### INTRODUCTION

Welcome the trainees back for Day Two and make any additions/corrections to yesterday's housekeeping announcements.

### ICEBREAKER

Go around the room, giving each person one minute of uninterrupted time to respond to a simple, positive theme question or complete-the-sentence task. Suggestions:

- "Something I really like about myself is ..."
- I understand that you all won the lottery since the last time we met. What are you going to do with all that money?
- If you could spend the afternoon with someone from history, who would you choose and why?

### AGENDA REVIEW

Handout or post on newsprint and review the agenda for the day.

### GOALS FOR DAY TWO

Today we will continue learning about the mediation process and practice mediation skills and procedures using a combination of mini-lectures, individual, small and large group exercises. Today you will learn to:

- actively listen
- identify and clarify areas of agreement and disagreement
- separate positions from interests
- uncover hidden agendas
- keep the parties focused
- assess each party's bottom line
- generate and evaluate creative solutions
- facilitate interest-based negotiations


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**REVIEW**

Ask the trainees review questions pertaining to the information they discussed at the last session. For example:

- What is mediation?
- How is mediation different than going to court?
- What are some of the qualities a mediator should have?
- What kinds of conflicts that occur in school are appropriate for mediation?
- What should the mediator consider before the mediation session begins?
- Name three benefits of co-mediation?
- What should be covered in the mediator's opening statement?


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# PEER MEDIATION TRAINING
# DAY TWO AGENDA

**ICEBREAKER**

**INTRODUCTION/REVIEW**

**FACT FINDING**

- **Uninterrupted Time**
- **Active Listening and Summarizing**

**BREAK**

- **Gathering Information**
- **Identifying Common Interests**

**CAUCUSING**

**ROLEPLAY (part 1)**

**LUNCH**

**BRAINSTORMING**

**COLLABORATING TO EVALUATE OPTIONS**

**BARGAINING**

**BREAK**

**ROLEPLAY (part 2)**


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**CONCLUSION**

- Ask if there are any questions about today's material.
- Thank students for their participation and cooperation.
- Homework assignment, if any.
- Collect manuals OR remind trainees to bring their manuals to the next session.
- Note date, time, and location of next session; remind trainees to be prompt so training can start on time.

**DISMISSAL**


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# CHAPTER THREE – DAY TWO

## MEDIATION PROCESS: FACT FINDING • CAUCUSING

### Objectives

1. Practice active listening and summarizing skills.
2. Understand the importance of using the language of resolution (re-framing).
3. Develop a better understanding of interests and positions.
4. Practice caucusing techniques which may help move the parties toward resolution.
5. Learn techniques for maintaining neutrality throughout the mediation process.

### Uninterrupted Time

What happens after the mediators finish their Opening Statement? The mediators should give each party uninterrupted time to express his/her side of the situation. Ask the students: "How can the mediators express who goes first without appearing to favor one party?" Review the ideas listed in the Student Manual. Point out that even if the mediator wants the Initiating Party (or Responding Party) to begin, the selection process must be perceived by the parties as objective. (e.g., We always start with the Initiating Party so Lois please state your side of the situation first and then we'll hear from you, Angela.)

### Active Listening

The mediators have already set the stage for active listening by eliminating distractions and setting the no-interrupting ground rule during the Opening Statement. Ask: "Why is it important for the mediator to be a good listener?" After listening to their answers, explain the following **"Blocks to Listening"** which are behaviors that keep you from listening:

- **Interrupting:** Just as the other party is instructed not to interrupt, neither should the mediators. Avoid the temptation to interrupt to give advice or interject your own feelings or experiences.
- **Rehearsing:** The pressure of knowing that you will be paraphrasing when the speaker finishes may interfere with your listening. Avoid preparing what you are going to say when the speaker finishes. Concentrate on what the disputant is saying.
- **Second Guessing:** Sometimes after mediating several situations involving


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rumors, you might think you've heard the same story over and over. Or a disputant may tell you about something with which you are already familiar. Avoid jumping in before the speaker has finished because you think you've figured out what he/she is going to say.

- **Day Dreaming:** How many students are day dreaming right now? Even if the disputant is boring or long-winded, try not to let your mind wander.
- **Filtering:** While the disputant is speaking, try not to pick up only certain information. Don't disregard anything. Even though some information may not seem important to you, it may surface later as something that the disputant really cares about. You can use an example, such as a coffee filter which retains the bitter grinds while the coffee flows through.
- **Mind reading:** Unless you bring a crystal ball, leave the mind reading to fortune tellers. Don't assume; find out. If you are confused about something the person says, the other party could be, too. When the person is finished speaking, ask for clarification.
- **Judging:** Judging the talker on what he/she is saying (e.g., dumb jock, redneck, jerk, intellectual snob) can interfere with your neutrality. Avoid the urge to label the disputant.

Those are the things mediators shouldn't do. Now review what the mediator should do to enhance his/her listening power:

- **Acknowledge:** Encourage hesitant speakers to continue by interjecting brief comments to indicate you are listening. (e.g., "Go on." or "And then?" or "Oh.")
- **Body Language:** Listen with your whole body. Express your attentiveness through your eye contact, facial expression, position, and an occasional nod. Caution mediators against touching because (1) the disputant may not appreciate it; and (2) the other disputant may perceive the action as taking sides. Ask the students: "What other body language could be misinterpreted by the disputants?"

### Summarizing

When the speaker is finished, restate what you heard to assure him/her that you understand what has been said. Paraphrase in your own words. During this stage mediators may need to ask a few brief questions for clarification, but shouldn't do any in depth fact finding until both disputants have an opportunity to have uninterrupted time and respond to each other.

Review the active listening starters listed in the Student Manual (e.g., So what I hear you saying is...).


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Mediators should avoid the "Blocks to Listening" when they paraphrase the disputants' uninterrupted statements. Caution them:

- Don't be too wordy; highlight the main points without repeating every word.
- Don't evaluate.
- Don't give advice.
- Don't talk about your personal experiences.
- Don't be judgmental.
- Don't take sides.
- Don't repeat accusations or negative comments.

Two techniques mediators may use when paraphrasing are:

- **Reflect feelings:** Communicate your understanding of how the disputant feels as well as your understanding of what happened (e.g., so you were confused when you walked in the door and overheard Juanita talking about you to Hazel.).
- **Reframe :** Another technique mediators use is "Reframing" which means restating a negative comment in a more positive or neutral way.

To have the students practice reframing, read these (or create your own) statements and ask for volunteers to summarize them (Note: these are suggested responses; not the only ones):

**Statement:** Sam is a slob and, unfortunately, we're locker partners. He leaves lunch bags with rotting leftovers, candy wrappers and stinky gym clothes in our locker. I can't even stand to open the door; it smells really bad. I want him to stop being such a pig and clean up his mess so I can use the locker, too.
**Reframe:** It sounds like you're unhappy with the condition of the locker you share with Sam.

**Statement:** I lent Rashid $20 when he said he needed to buy his mom a birthday present. Then I found out he spent it at the movies. He's such a liar and he still hasn't even given me my money back like he promised.
**Reframe:** So you're wondering about how you're going to get your $20 back.

**Statement:** Bobby and I dated all summer. Last week he broke up with me because he said he needed to concentrate on football. Right. Saturday I saw him at Checkers hitting on Suzi, that tramp cheerleader. I was so mad, I went over and dumped my milkshake on his head.
**Reframe:** As I understand it, you reacted quickly out of anger because you were suddenly confused about why you and Bobby broke up.


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### Exercise #2

Organize the students into random groups of three to do Exercise #2 so they can practice the active listening and summarizing skills they just learned. The exercise should be repeated three times so that each person has the opportunity to be the Active Listener. It usually takes about 15-20 minutes.

When the groups are finished, have them return to the large group and debrief using questions such as the ones suggested below:

- When you were the Storyteller, what did the Listener do to show you that he/she was listening to you?
- Did the Listener accurately reflect how you were feeling?
- As the Storyteller, is there anything different you would have liked the Listener to do?
- Did you find Active Listening and Summarizing to be easy or difficult? Why?
- When you were the Listener, did you find it difficult to keep from offering advice or possible solutions?
- What will you do differently the next time you're an Active Listener?
- When you were the Observer, what did you notice about the Storyteller's comfort level?
- When you were the Observer, what did you notice about the Listener's comfort level?

If you notice that the group is having difficulty identifying feelings, you can brainstorm answers to this question: "When you are involved in a conflict, what feelings do you have?" The list may include: angry, sad, disrespected, dishonored, insulted, scared, confused, revengeful, annoyed, frustrated, resentful, unforgiving, unreconcilable, guilty, responsible.

### Gathering Information

Review the information in the Student Manual. Point out that if the mediators are clear about what the issues are, asking questions at this stage is not necessary. From your notes, check in with the parties to see if the issues you have picked up on are what the disputants are interested in settling during the mediation. For example, "Let's see, there seems to be three issues to work on today: (1) the dry-cleaning bill for Bobby's sweater; (2) Suzi; and (3) Carol's confusion about the future of your relationship. Is that right?" Assure the students about not being afraid to be wrong. If the mediators are confused about what the issues are, the disputants probably are, too.

Ask questions that will help clarify the issues, interests and positions. The goal is not to seek the truth; the goal is to provide the disputants with information that will be helpful in resolving the dispute. If clarification or additional information is needed, try using some


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of the general questions listed in the Student Manual. Review them with the students.

Advise the students to use closed-ended questions with talkative disputants, and open-ended questions with disputants who are reluctant to say too much (shy and silent). Discuss the difference between open-ended and closed-ended questions:

- **Closed-ended Questions:** Those which can be answered with a simple "yes" or "no," or with one or two words. For example, in the Milkshake Scenario if the disputant requested reimbursement for having his sweater dry cleaned the mediator may ask, "How much did it cost to have your sweater dry cleaned?"
- **Open-ended Questions:** Those requiring more than a one or two word answer. For example, "Could you say more about why you need to concentrate on football?"

Mediators must be mindful of using nonjudgmental language:

- Don't ask questions that might make matters worse just because you're curious to find out what really happened (e.g., Did you really spend the $20 at the movies?).
- Don't ask questions that place blame or assign guilt (e.g., Why did you cheat off his test paper?).
- Don't ask judgmental questions (e.g., Don't you think it would be nice if you apologized to her?)

### Separating Positions from Interests

Once the issues have been clarified, if things are under control the mediators may want to focus on the parties' motivation behind their positions. Review the information under "Identifying Common Interests" in the Student Manual. Remind students that mediation is not like court; mediators don't need to prove who is right and who is wrong. Try to move the disputants away from their positions into discussing their interests. Discuss the difference between interests and positions. Refer to the Orange Story from the Introduction on Day One.

- **Positions:** What people want. (e.g., the orange)
- **Interests:** Why people need what they want. (e.g., the orange peel to make icing; the Vitamin C to soothe a cold)

The most powerful interests are basic human needs. PEPSI is an easy way to remember the main categories:

- **P** = Physical (e.g., food, water, shelter, etc.)
- **E** = Emotional (feelings driven) (e.g., saving face, security/safety, etc.)


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- **P** = Psychological (ego-driven) (e.g., self esteem, recognition, power, control over one's life, etc.)
- **S** = Social (e.g., sense of belonging, acceptance, respect, etc.)
- **I** = Intellectual (e.g., freedom, fun, etc.)

### Identifying Common Ground

Once interests are identified, the mediator should help the parties find common ground. If the parties focus on what they have in common rather than their differences, they are more likely to cooperate in finding a resolution. To clarify this concept, read the following scenarios and ask the students to identify interests the parties might have in common:

**Positions:** Mike wants the sandwich. Steven says he also wants the sandwich.
**Possible common ground:** Both boys are hungry.
Do you think the conflict will be resolved more easily if the mediator helps the parties focus on who should get the sandwich or the fact that both boys are hungry?

**Positions:** Terry says she is going to tell on Susan. Susan says that she is going to tell on Terry.
**Possible common ground:** Neither Terry nor Susan wants to get in trouble.
Do you think the conflict will be solved more easily if Terry and Susan keep threatening to tell on each other or if they share their feelings about the possible consequences?

### CAUCUSING

Define and discuss the reasons for caucusing.

Discuss deciding who goes first.

Discuss what happens during caucusing. Define and discuss the importance of uncovering hidden agendas. Hidden agendas are underlying issues that the disputants don't feel comfortable talking about in front of the other disputant. Sometimes secrets may be at the heart of the impasse. Ask the students: "What can you do during the caucus if a secret is revealed that you feel is important for the other disputant to know about?" The mediator could ask questions such as:

- Do you feel comfortable discussing the secret with the other disputant?
- What do you think would happen if you told him/her?
- Would you like the mediator(s) to mention it to him/her?

If the disputant is still reluctant, the mediator(s) should move on. The mediators are bound by confidentiality and must be careful not to reveal anything the disputant wants kept private.

Review the Caucusing Cautions listed in the Student Manual.


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Emphasize that confidentiality must be mentioned at the beginning and the end of each caucus.

**Roleplay – Part I/Exercise #3**

Using the "Angela and Lois" scenario described on the Intake Form on page 14 of the Student Manual, have the students practice the skills they have learned so far. Instruct them to begin with the Introductions and stop after they have caucused with both disputants. Mediators can read their Opening Statement. It should take at least 20 minutes at the middle school level and at least 30 minutes at the high school level for the children to complete the roleplay. Debriefing should take at least 15 minutes more.

Sample debriefing questions for the disputants:

- Did the mediator(s) explain what would happen in mediation before it started?
- Did the mediator(s) explain that everything said in mediation would be kept secret?
- Did you trust and believe the mediator(s)?
- Did the mediator(s) help you identify the problems to discuss during the mediation session?
- Did the mediator(s) keep from taking sides?
- Did the mediator(s) give you enough time to explain your side of the situation?

Sample debriefing questions for mediators:

- Describe the relationship between the co-mediators?
- Did you remember to paraphrase after each party's uninterrupted time?
- What were the issues to be decided?
- What were the parties' positions?
- What were the parties' interests?
- Was there any common ground?
- Did you remember to mention confidentiality at the beginning and end of each caucus?
- Did you discover any underlying issues? If so, how did you handle them?
- Was there something you feel particularly good about? Why?
- Was there anything that was particularly difficult? Why?


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- What techniques and skills did you find helpful?
- Is there anything you would do differently next time?

## Your Notes


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# CHAPTER FOUR

## MEDIATION PROCESS: BRAINSTORMING • COLLABORATING TO EVALUATE OPTIONS • BARGAINING

### Objectives

1. Develop critical thinking skills.
2. Learn the benefits of weighing options and considering consequences before making a decision.
3. Understand the benefits of interest-based negotiating.
4. Practice brainstorming, evaluating options and collaborating skills.

### Transitions

Moving from one stage to another is often bewildering for new mediators. How should the mediator begin the joint session immediately following the last caucus? Review these tips with the students:

- Commend the disputants on their willingness to work towards a resolution and compliment them on the progress they have made so far.
- If it's appropriate, mediators can clarify the issues to be resolved at this point.
- If it's appropriate, mediators can suggest areas of common ground.
- Recap what has happened so far and what will happen next.

### Brainstorming

Most of the students will be familiar with brainstorming. Brainstorming is a way to quickly invent a lot of ideas. Review the definition and discussion of brainstorming in the Student Manual. Point out that whenever you ask the students a question and list their answers on the newsprint or chalkboard, they are brainstorming. Separating generating options from judging them is important so people feel free to contribute their ideas without fearing criticism. Another reason is that people sometimes forget about their biases and positions (mind expanding) when they get involved in brainstorming.

Ask: "Why do you think it is important to generate as many options as possible?" The more options on the table, the more room there will be for negotiations. Sometimes people get stuck on their first idea without considering that there may be better ways to handle the situation. The "Quick Fix" or "Band-aid Approach " may not be the best option available.


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The mediator's role during the brainstorming session is to encourage participation and write down the parties' ideas so they don't forget what they said.

### Exercise #1

Lead the group in a brainstorming session using the topic in Exercise #1 (or another topic that you feel is more appropriate for your group). Write their answers on newsprint or the chalkboard. Number each idea so you can stop at a designated point (10-15 responses should be sufficient). If they get stuck, encourage them (e.g., What other things can you think of? Come on. You've done so well so far. We only need five more ideas.) Be sure to adhere to the brainstorming rules listed in the Student Manual. Discourage judgmental comments; reiterate that we're just listing ideas not evaluating them at this point. Stop when you get to 10 (or 15). Don't erase or throw out the responses, you'll need them in a few minutes for Exercise #2.

### Collaborating to Evaluate Options

Review the information in the Student Manual about Evaluating Options. During this part of the mediation, the mediator's job is to facilitate the discussion of the pros and cons of each idea the parties came up with during the brainstorming session.

Define and discuss **Reality Testing.** Emphasize that it is the mediator's task to *ask* the parties whether their ideas are realistic, but not to *tell* them if the mediator judges their ideas to be impractical. Each option's strengths, weaknesses and obstacles should be evaluated so the disputants can reach an agreement that is workable.

Ask: "What factors should be considered?" Prompt them to get a list that includes these factors:

- **Authority:** Can we do this without having to get permission from anyone who is not in the mediation session?
- **Cost:** How much will it cost? Where will I (we) get the money?
- **Space:** Is location a consideration? If an event is being planned, where will it happen?
- **Time:** Does this option fit within our time frame? Can it be scheduled in time to accomplish our goals?
- **People:** Will this option hurt anyone? Can we do this on our own or do we need other people to join/help/take us?
- **What if?** What will happen if I/we do this (what are the consequences)? What might happen if this doesn't work out the way we planned?
- **Other considerations?** Are there other things to be considered? (e.g., is this the right thing to do?)


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### EXERCISE #2

The goal of this exercise is to: (1) practice evaluating options; and (2) experience collaborating and consensus building. Randomly organize the students into equal-size groups (approximately four to six students per group). Consciously separate cliques. Distribute a sheet of newsprint and a marker to each group. Review the instructions and give them 1/2-hour to complete their task. Some groups really get into this and it takes longer.

When they're finished (or when time is up if you're running late) ask them to reassemble in the large group. Have the Reporter from each group bring the newsprint to the front of the room. Hang it with masking tape. Ask the Reporter to discuss and defend his/her group's choices. Give each Reporter about 3-5 minutes.

When each group has had their chance, compare and contrast the lists. Try to bring the whole group to consensus on the top priority. Remember to consider possible consequences. Work on it until it comes to a natural conclusion (impasse or agreement) that works with your time frame. Depending on the group, it will demonstrate consensus at its finest or what happens when you have disputants who just cannot reach an agreement. Either way the experience will be educational.

### BARGAINING

Review the information in the Student Manual. Purists may argue that "bargaining" and "negotiating" are different. Here, the words are used interchangeably. Basically, they both mean coming to terms/reaching agreement. Sometimes when things are working well, bargaining flows naturally from evaluating options and there is no discernable transition between the two processes.

Bargaining has two goals: (1) reaching an agreement that provides benefits for both parties (mutual gain); and (2) reaching an agreement that does not harm the relationship between the parties (makes things worse).

Discuss: "What can the mediator do to help the parties reach an agreement that is satisfactory to both?"

- **Set the Stage:** Much of what already has occurred during the mediation has prepared the parties and set the climate for interest-based negotiation. The mediator can keep the spirit of cooperation alive by affirming the parties' progress, hard work and willingness to search for a peaceful resolution. Recap and emphasize common ground again, if necessary.
- **Maintain Order:** If necessary, remind the parties of the ground rules they agreed to during the Opening Statement.
- **Role Reversal:** Help the parties understand each other's point of view by having them paraphrase each other's needs, feelings and rationale. After each paraphrase check in with the other disputant to see if his/her perspective was accurately presented by the other party.


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- **Focus on the Future:** Redirect the parties away from dwelling on the past concerns and focus on future possibilities.
- **Start Small:** One strategy is to have the parties begin with the issues about which the disputants have come to a partial agreement or that are not as significant. If progress is made on one issue, sometimes you can keep the momentum rolling on the larger issues.
- **What if?** If the parties get stuck, ask them what will happen if things continue as they are? Sometimes when the disputants consider the alternatives to reaching an agreement, compromises and trade-offs look more appealing.

Discuss fairness. What does a mediator do when he/she thinks that the solution agreed upon is unfair to one of the parties? Emphasize that it is the parties' solution, not the mediators'. There are three things that are basically not negotiable (and are generally covered by the confidentiality exclusion in the Opening Statement):

- Unsafe
- Illegal
- Morally inappropriate

It is not the mediator's job to judge whether the agreement reached is fair; however, if your conscious tells you that something the parties are agreeing upon is unsafe, illegal or morally inappropriate you may call upon your Mediation Coordinator for guidance without breaking confidentiality because of the exclusion noted in your Opening Statement.

**Roleplay/Part 2 – Exercise #3**

Return to the Angela and Lois Roleplay (see the Intake Form on page 14 of the Student Manual to refresh your memory). Instruct the students to begin with the joint session immediately following the Caucus and to stop after the Bargaining session. Remind them to keep the solutions they negotiate because they will need them tomorrow when we roleplay Writing the Agreement.

The roleplay should take about 20-30 minutes to complete. Debriefing should take about 15 minutes more.

Sample debriefing questions for the disputants:

- Did the mediator(s) listen to your ideas about how to settle the conflict?
- Did the mediator(s) help you and the other party understand each other's point of view in the conflict?
- Did the mediator(s) give advice?
- Did you feel forced into compromising?
- How satisfied were you with the results of the negotiating session?


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Sample debriefing questions for the mediators:

- What techniques did you use to help the parties reach an agreement?
- Was there anything about this case that made it difficult to maintain your neutrality? If so, what and how did you handle it?
- Was there any part of the process that felt uncomfortable?
- Was there any part of the process that you felt particularly good about facilitating?
- How satisfied were you with the results of the negotiating session?
- Is there anything else you could have done in retrospect which may have helped the parties reach agreement?

**Remind the students to save the list of solutions to use in the next session.**


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# Your Notes


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# DAY THREE AGENDA

**TIME:** Six-hour day with 30 minute lunch and two short (10-15 minute) breaks.

**MATERIALS:** Newsprint, markers and masking tape (or chalkboard); attendance list; name tags (optional).

**HANDOUTS:** School Mediator Debriefing Form; Mediation Evaluation by Parties; "A Brand New World" Exercise (optional)

### INTRODUCTION

Welcome the trainees back for Day Three and make any additions/corrections to the housekeeping instructions given at the last two sessions.

### ICEBREAKER

Go around the room, giving each person one minute of uninterrupted time to respond to a simple, positive theme question or complete-the-sentence task. Suggestions:

- "When I graduate (use "retire" for staff) I would like to ..." (money is not a problem)
- Name one value your parents instilled in you and why it is important to you today.
- "If I ruled the world, I would ..."
- "If I could change one law, I would ..."

### AGENDA REVIEW

Handout or post on newsprint and review the agenda for the day.

### GOALS FOR DAY THREE

Today we will finish learning about the mediation process, discuss post-mediation considerations and ethical situations, and roleplay special situations. By the end of the day, you will learn to:

- write a mediation agreement
- close the mediation session and plan for future sessions
- debrief with your co-mediator
- maintain confidentiality and neutrality following the mediation session
- become more aware of racial, ethnic and gender stereotypes and their negative impact
- deal with difficult mediation participants


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## REVIEW

Ask the trainees review questions based on the material covered at the last session. For example:

- Name three active listening skills.
- What happens during the fact-finding stage?
- What kind of questions should you ask a mediation participant who is uncommunicative?
- What happens during caucusing?
- Name three mediator techniques that start with "R." (Reframing, Role Reversal, Reality Testing, Re-stating (for Paraphrasing/Summarizing) is also acceptable)
- Name a method for generating options quickly.
- Name several factors to consider when evaluating possible solutions.
- What should the mediator do if the parties are unable to reach an agreement?


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# PEER MEDIATION TRAINING DAY THREE AGENDA

**ICEBREAKER**

**INTRODUCTION/REVIEW**

**WRITING THE AGREEMENT**

**CLOSING STATEMENT**

**BREAK**

**ROLEPLAY (part 3)**

**POST-MEDIATION STAGE**

**FOLLOW-UP/DE-BRIEFING FORM**

**LUNCH**

**ETHICAL ISSUES**

- **Confidentiality**
- **Neutrality**
- **Stereotypes and Assumptions Exercise**

**BREAK**

**SPECIAL SITUATIONS**

- **Overly Emotional Persons**
- **Compulsive Talkers**
- **Language Problems**
- **Violent Persons**
- **Silent Persons**
- **People who will not Compromise**
- **"Yes" Person**
- **Blamers**
- **Cross-Cultural Disputes**

**ROLEPLAYS FOR SPECIAL SITUATIONS**


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## CONCLUSION

- Ask if there are any questions about today's material.
- Homework assignment, if any.
- Collect manuals OR remind trainees to bring their manuals to the next session.
- Note date, time, and location of next session; remind trainees to be prompt so we can start on time.

## DISMISSAL


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# CHAPTER FIVE

## MEDIATION STAGE: WRITING THE AGREEMENT • CLOSING STATEMENT • POST-MEDIATION STAGE

### Objectives

1. Learn what needs to be included in a mediated agreement and the closing statement.
2. Practice agreement writing.
3. Practice making a closing statement.
4. Understand the importance of de-briefing and follow-up.

### Writing the Agreement

It is the mediator's role to write the parties' decisions in the form of an agreement (or contract). Ask the students to define a "contract." A contract is a "promise" or set of promises; a bargained-for exchange; a "deal."

Ask students what they think needs to be included in a written agreement. Record student imput on newsprint or chalkboard. Lead the discussion toward the following components:

- Be specific (who, what, where, when, how).
- Be neat (write legibly).
- Be organized (number paragraphs, consistent, etc.).
- Use dates/deadlines when specific tasks need to be accomplished.
- Use simple, non-biased language. Never blame; avoid a judgmental tone. Focus on future conduct. The agreement should promote peace between the parties as much as possible.
- Balance the agreement by showing that there was give-and-take on both sides rather than dictated by one party. Even if the agreement includes only one person actually "doing" something, search for dual responsibility within each issue. (e.g., (1) Rashid promises to pay Joe $20 in cash on Monday, October 28, 1994 at 8:25 a.m. at Joe's locker. (2) Joe accepts the $20 as the full loan repayment.) In a legal contract this is called "consideration."
- Include what will happen if one person doesn't keep his/her promise (consequences for breaking the agreement).

Review "Tips for writing the agreement" with the class. Note that "why" is not included


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because it reminds everyone of the original problem. The Agreement should focus on future behavior not past concerns.

Ask the students to turn to page 36 and write "BAD AGREEMENT" across the top of the page so that when they look at the manual later they don't mistake it for a good agreement. Have the students do Exercise #1 either individually or in small groups. The "errors" in the Bad Agreement include:

- The responding party's name is spelled differently on the name line (top right) than it is on the signature line (bottom right).
- Date is incomplete (Tuesday).
- The paragraphs are not numbered.
- Not balanced.
- Agreement includes a commitment for someone who was not present at the mediation session (Mary: what if she or her mother won't let them study at her house).
- "Cheat" is ambiguous AND a blaming statement.
- Not written as promises or agreements.
- If the case was co-mediated, the second mediator did not sign it.
- Not specific enough (e.g., where, when and what will be studied).

### Closing Statement

Go over the material in the Student Manual about Closing Statements. Pair the students to practice their Closing Statement (Exercise #3). This should take about 5 to 10 minutes.

### Exercise #2

Return to the Angela and Lois Roleplay. Using the solutions the parties negotiated in the Chapter Four roleplay, have the groups write the Agreement and end the mediation session with the Closing Statement. This should take between 20 and 30 minutes to complete. When the groups have finished, return to the full group to debrief.

Have a mediator from each group read the Agreement aloud to the class for critiquing. Have the students listen for all the factors of a good agreement (who, what, where, when, how (if necessary), what if, balance, etc.). Ask the mediators to discuss any difficulties they had while writing the Agreement.

### Post-Mediation Stage/Exercises #4 and #5

The Post-Mediation Stage begins as soon as the mediator(s) thank the parties. If the mediator and the disputants part immediately following the Closing Statement, it is less likely that one of the parties will try to get the mediator to take sides. Neutrality is as


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important after the mediation as it is before and during the mediation session.

Discuss the challenges to neutrality listed under Post-Mediation Stage either as a class or in small groups. Select students to roleplay in front of the class using the situations described in the Student Manual. Debrief after each roleplay. Ask the student who roleplayed Richard if he felt the mediator was taking sides. Ask observers to look at the situation from Mark's point of view. Would Mark have felt the mediator was neutral?

### Follow-up

Usually school mediations are completed in one session. However, there may be exceptions. Instruct the students as to how you would like them to arrange for follow-up sessions (e.g., see the mediation coordinator to set the date and time for the next session, or whatever works best in your school environment).

Discuss your procedure for providing information to disputants who request it (e.g., counseling or the student assistance program). The mediator can refer the student to the mediation coordinator or obtain the information from the mediation coordinator and see that it is confidentially given to the student.

### School Mediation Debriefing Form and Parties' Mediation Evaluation Form

Distribute and review the School Mediation Debriefing Form. Ask the students why it is beneficial to debrief with their co-mediator after the mediation session. Its purpose is to help mediators review what happened, evaluate their performance, and look at the case from the parties' perspective. Debriefing with the co-mediator provides the opportunity to discuss the case without worrying about confidentiality. Having this chance to "get if off your chest" helps the mediators to maintain confidentiality following the mediation session.

Distribute and review the Parties' Mediation Evaluation Form. The parties also have an opportunity to reflect on the mediation session by completing the Parties' Mediation Evaluation Form. This form helps the parties debrief and provides the mediation coordinator with statistics to track the parties' satisfaction with the mediation program and the mediators' effectiveness.

Describe the logistics for filling out the form according to your mediation program (e.g., mediation coordinator goes into mediation room following the session to help the parties' complete their evaluation and student mediators go into mediation coordinator's office to debrief; vice versa; whatever works for your school).


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# Your Notes


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# CHAPTER SIX

## ETHICAL ISSUES AND SPECIAL SITUATIONS

### Objectives

1. Re-emphasize the importance of confidentiality and how it applies to the mediation process.
2. Re-emphasize the importance of neutrality and how it applies to the mediation process.
3. Generate an awareness of racial, ethnic and gender stereotypes and their negative impact in everyday life.
4. Practice handling difficult disputants.

### Confidentiality

Define confidentiality. Ask students why protecting privacy is important. Stress to mediators that the mediation program will not be trusted by students or faculty if the mediators break confidentiality.

Note that everything – except the Agreement and the Intake Form – is kept confidential. All notes must be destroyed. Mediators cannot talk about the persons in the case or their situations with anyone but the mediation coordinator.

The parties DO NOT have to keep the contents of the mediation session confidential unless they agree to do so. If they do, the mediator will want to discuss with the parties whether they want to make confidentiality part of their written Agreement.

The original copy of the Agreement remains in the Mediation Program's file; each of the parties receives a copy. If the parties agree in writing, the mediation program may share the Agreement with others (e.g., disciplinarians, homeroom teacher, parents). However, the mediation program will not disclose the Agreement unless the parties give their permission. If someone requests it, the mediation coordinator could suggest to ask one of the parties for a copy.

Review the times when the mediators must mention confidentiality during the mediation process:

- Opening Statement
- Beginning of each caucus
- Ending of each caucus
- Closing Statement


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### Confidentiality Exclusions

If appropriate, discuss exclusions to confidentiality. Most programs decide to exclude certain information from confidentiality. Child abuse is typically an exception because people who work with minors in the State of Pennsylvania are required by law to report suspected child abuse. If the parties bring up these issues, the mediator reminds them that child abuse is not negotiable and, therefore, cannot be mediated. Since this can be a confusing area for students, encourage them to talk with the mediation coordinator.

Individual schools may set other limits (e.g., threats of suicide, selling drugs, serious felonies). When setting up a program, these things should be discussed and the students kept informed.

The students may feel ethically compelled to report certain issues. If they do, they should add those issues to their personal Opening Statement. Have those students discuss the matters with the mediation coordinator.

### Brand New World – Assumptions and Stereotypes Exercise (OPTIONAL)

Organize the students into groups of five or six. Distribute the Brand New World exercise handout. Ask students to imagine that the world as they know it is coming to an end. The students in each group have been selected to survive and have the choice of picking two more people to help them build a "new" world. The task is for each group to reach consensus on two more survivors. They must pick two of the six people listed on the handout. [NOTE: If the students ask if Mary will be allowed to bring her children, the answer is "no."]

Each group should pick a reporter who will be responsible for taking notes, reporting the group's decisions and describing the basis on which the selections were made. Give the groups 20 minutes to complete the task. If the students really get involved, sometimes this takes a little longer.

When they are finished, have each reporter present his/her group's choices to the class.

Afterwards, read the following missing information for each person on the list:

1. Mary....38 years old....heavyset....Puerto Rican....long black hair with a touch of grey. She is carrying two large shopping bags and hurrying her children into the subway at 3:30 p.m.
   **Missing information:** *Mary is a high school foreign language teacher married to a college professor. She is heading home from work.*

2. Grace....65 years old....white. She is dressed in a soft pink pastel dress with a pillbox hat a white gloves. She is browsing in a Madison Avenue art gallery.
   **Missing information:** *Grace is mentally ill. She was recently released from Manhattan Psychiatric Center where she has been a patient for over thirty years. She frequently assumes the identity of other people*


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*to steal sculptures and antiques.*

3. Rodney....18 years old...Black. He is dressed in stone-washed jeans, a goose-down jacket and Fila sneakers. He is carrying a basketball in one hand and a boom box in the other.
   **Missing information:** *Rodney is an honors student with a talent for musical composition. The tapes he plays are his own pieces. The only way he can afford to go to college is with a basketball scholarship.*

4. James....15 years old....Chinese. He is dressed in a sweat jacket, designer jeans and Reebok sneakers. He is carrying his books neatly piled under one arm and a calculator in the other.
   **Missing information:** *James is learning disabled. He is on his way to an after-school program where he studies remedial math and life skills.*

5. Morris....55 years old....white. He is wearing a checkered flannel shirt, an old navy pea coat and a woolen captain's hat. He is in a local cafeteria, smoking a cigar and reading the racing pages of the *Daily News.*
   **Missing information:** *Morris is a well-respected author who writes about the lives of working people. He frequently drives a cab and hangs out in cafeterias to interview people and gather material.*

6. Lisa...16 years old....long blonde hair. She is wearing overalls. She is standing on the school steps, and carrying a guitar and a book of poetry.
   **Missing information:** *Lisa is HIV+. She is on her way to speak to local high school students at an AIDS Workshop.*

Debrief using the following discussion questions:

- On what did you base your decision? (typical responses include: appearance, possessions, age, gender/childbearing considerations)
- On what basis do people usually make assumptions?
- Has anyone ever made an assumption about you based on your race, ethnic background or gender? What happened? How did you feel?

[This exercise is based on one that appears in *No More Dissin'* on pages 29-30.]

**Neutrality**

Discussion questions:

- What does it mean to be neutral?
- What might keep you from being neutral?


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- What does "bias" mean?
- Where do people get biases?

Review the material in the Student Manual. Ask students to do Exercise #1 alone. Give them plenty of time to think. Give an example so they will focus on *behaviors* not things which cannot be immediately changed (e.g., rudeness is an acceptable answer for this exercise, race and obesity are not). When the students have finished, ask them to share their answers with the class. Record their answers on newsprint or the chalkboard. Discuss with students how each of us has different ways of dealing with people we don't like. It may be useful to remind them that no one likes everyone, and that it is difficult to respond to some people.

To enable students to focus on behavior, bias and communication patterns outside of the mediation training, orient them to Exercise #2. Ask them how these behaviors might be perceived by a disputant in a mediation.

Based on their answers to Exercise #1 and Exercise #2, brainstorm answers to Exercise #3. This helps students to focus on how to handle difficult situations.

### Special Situations

Depending on the group, you may want to start this section by reviewing practical tips for handling certain special situations, or you may want to start with practicing the mini-roleplays. Select several students to perform the roleplays Fishbowl style (in front of the class). Ask the rest of the class to observe and be prepared to critique the mediator's performance. Stop each roleplay: (1) after five minutes or so; (2) if the mediator gets stuck (if another student has a good idea to make it work, have him/her come up and take the mediator's role); or (3) the roleplay comes to a natural ending. Be sure the roleplayers' positive actions are mentioned. Remind the students that this is practice and that criticism is constructive.

- **Overly-Emotional Persons:** Begin this mini-roleplay with the Mediator asking Cheryl to present her side of the situation. If this plays out as intended, the mediator should calmly remind the interrupting disputant about the groundrules in a neutral manner. If the disputant continues to interrupt, the mediator could caucus with the disruptive party.
- **Compulsive Talker:** Begin this roleplay at the beginning of the caucus with Charles. If this plays out as intended, the mediator should find neutral ways of putting off Charles's attempts to get him/her to take sides. The mediator should ask specific (closed-ended, if possible) questions to redirect Charles to the issue and stop talking about Danielle's attitude.
- **Silent Person:** Begin this roleplay at the uninterrupted time. This roleplay is intended to provide the mediator with practice formulating open-ended questions. If the disputant still refuses to respond, the mediator could caucus to


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try and determine if there is a hidden agenda.

- **The "Yes" Person:** Begin this roleplay at the Evaluting Options stage. An astute mediator will formulate questions to reality test (predict possible outcomes) to make sure the Agreement they reached is viable. Some suggestions: ask Bennett: How much did you pay for the walkman? What will happen after the weekend?
- **The Blamers:** Begin this at the uninterrupted time stage. The mediator could use role reversal or ask the parties to paraphrase each other so they will gain a fuller understanding of the other person's perspective.
- **People Who Will Not Compromise:** Begin this roleplay at the brainstorming stage and continue through bargaining. If the roleplayers are not willing to compromise (as directed in the roleplay), the mediator could ask the parties what they plan to do if they are unable to reach an Agreement today? Another tactic is to remind the parties of the importance of compromise. Another tactic is to caucus to see if there is an underlying issue standing in the way of compromise.

Debrief after each one by asking the students to critique how each situation was handled.

Additional roleplays are included here for ongoing or refresher training.

**Overly Emotional Disputant:** Marsha and Donna come to mediation because they got into a fist fight in the lunchroom. Donna claims that Marsha started the fight, and Marsha agrees. Marsha says that Donna stole her boyfriend. Marsha starts crying and begins to sob so hard that she is unable to give her opening statement.

Ask the group to comment on the mediator's handling of the situation:

- Did the mediator stay calm and in control?
- Did the mediator stay relaxed and use a soft voice?
- Did the mediator suggest a short break so Marsha could get herself together?
- Did the mediator caucus with Marsha and explain that her help is needed to work things out?

**Compulsive Talker:** Sharon and Carol take sewing together and share the same machine at school. Sharon always leaves the classroom first leaving Carol stuck with the clean-up. Sharon talks continuously and Carol cannot get her to help clean up. At mediation, Sharon interrupts Carol, talks over her, and doesn't stick to the subject.

Ask the group to comment on the mediator's tactics and/or ask:

- Did the mediator gently but firmly redirect Sharon to the purpose of the mediation?


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- Did the mediator ask specific questions and insist on specific answers?
- Did the mediator gently but firmly remind Sharon about the ground rules and insist that no interrupting is allowed?
- Did the mediator caucus if none of the above worked?

**Language or Cross Cultural Confusion:** The Student Council faculty advisors refer Juan and Joe to mediation because they cannot get along. They are Student Council officers and their poor relationship disrupts Student Council meetings. Joe says Juan is rude, doesn't speak when spoken to and thinks he's better than everyone else. Juan becomes angry when Joe talks to him and wants to fight, but he doesn't say much.

- Did the mediator consider that there might be a communication problem?
- If so, did the mediator consider requesting a translator?
- Did the mediator ask Joe what specific behaviors he perceives as being rude?

**Violent Person:** Tracy has lost her English textbook. Everyday she borrows a book from someone. One day she borrows Ebony's book. She notices scribbling in the book which she remembers doing. She accuses Ebony of stealing her book. Ebony denies it. The teacher refers them to mediation. During the session, Tracy gets up and confronts Ebony physically.

- Did the mediator make it clear that physical contact/violence will not be tolerated?
- Did the mediator caucus with Tracy and get an agreement to end the violence?
- Did the mediator terminate the session if none of the above worked?

Emphasize that violence is not tolerated and that if at any time the mediator perceives a threat of violence, it is within the mediator's authority to terminate the session.


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# DAY FOUR AGENDA

**TIME:** Six-hour day with 30 minute lunch and two short (10-15 minute) breaks.

**MATERIALS:** Newsprint, markers and masking tape (or chalkboard); attendance list; name tags (optional).

**HANDOUTS:** Agreement Forms; Post-Training Questionnaires for Students; Post-Training Questionnaires for Staff; Student Mediation Evaluation; Staff Mediation Evaluation; Certificates.

### INTRODUCTION

Welcome the trainees back for Day Four and make any corrections/additions to the housekeeping instructions given at the last three sessions.

### ICEBREAKER

Go around the room, giving each person uninterrupted time to respond to a simple, positive theme question or complete-the-sentence task. Use one of the suggestions not used from those listed in Day Two or Three.

### AGENDA REVIEW

Handout or post on newsprint and review the agenda for the day.

### GOALS FOR THE DAY (based on a six-hour session)

In today's session, you will:

- practice your mediation skills through roleplay
- discuss legal principles
- learn more about mediation as a profession

### REVIEW

Ask the trainees review questions pertaining to the information they discussed at the previous session. For example:

- What specifics should be in every mediation agreement?
- What happens during the closing statement?
- When should the mediator mention confidentiality?
- Name one way to deal with a person who doesn't say much.
- Name two ways to deal with a person who will not compromise.
- Name three ways to deal with a person who is overly emotional.
- Review the Stages of Mediation (see Chart on page 6).


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# PEER MEDIATION TRAINING
# DAY FOUR AGENDA

**INRODUCTION/REVIEW**

**ROLEPLAY #1**

- Role assignment
- Instructions
- Roleplay
- Debrief

**BREAK**

**ROLEPLAY #2**

- Role assignment (flip-flop roleplayers so everyone has a chance to play mediator)
- Instructions
- Roleplay
- Debrief

**LUNCH**

**LEGAL PRINCIPLES**

**POST-TRAINING QUESTIONNAIRES**

**EVALUTIONS**

**GRADUATION**


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## CONCLUSION/EVALUATION

- Answer any questions about the course.
- Distribute and collect post-training questionnaires.
- Distribute and collect mediation evaluations.
- Distribute certificates.
- Party! (If appropriate, make advance arrangements for refreshments to be served.)


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# Your Notes


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# CHAPTER SEVEN

## INTEGRATED ROLEPLAYS

### Objectives

1. To practice facilitating the mediation process from start to finish.
2. To practice the skills and techniques used in mediation.
3. To give each student more confidence in the role of mediator.

### INTEGRATED ROLEPLAYS

Select at least two roleplays to suit your group. Feel free to develop your own roleplays if these don't appeal to you. Each one should take at least one hour (longer at the high school level) from start to end of debriefing.

### Tips for Facilitating Roleplays

Guided roleplaying helps students practice their skills and build their confidence as mediators.

1. Assign roles attempting to pair students who you perceive to be stronger mediators with those who need more practice.
2. Encourage the disputants to respond to the mediator's skills, that is to negotiate and compromise if the mediator sets a positive tone. Roleplayers may incorporate some difficult disputant characteristics (interrupters, silent types, blamers, etc.). Instruct them not to be too stubborn! Each participant should have the opportunity to write an agreement so the disputants should be told that they must not be so disruptive that the mediator terminates the session. Each student should leave the practice session feeling that they are capable of mediating.
3. Be sure the disputants understand the details of the conflict before they begin.
4. If possible, assign a coach (experienced mediator) to each roleplay team. Coaches should observe quietly and take notes. Ask them to be prepared to discuss what the mediator did well and what areas might need more practice. Coaches should only intervene if the mediators become stuck or do something egregiously wrong.
5. If you are training adults and students together, spread out the adults among roleplay groups.


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### Roleplay Techniques

Coaches may use these techniques, if appropriate:

1. **Role Reversal** – if one group finishes sooner than the others, have them exchange roles and repeat the roleplay. This gives them the opportunity to look at both sides.
2. **Freeze Action** – stop the roleplay and ask the characters why they are acting as they are, or how they are feeling about what is happening. See if they are reacting to a particular comment or action by another character. By breaking down the conflict into individual actions, they will see how conflict can escalate, how attitudes, a failure to listen, and small actions can affect a situation.
3. **Video Playback** – tape and play back the roleplay. Have the mediators critique themselves. If you have the equipment, this technique is excellent. This is also recommended for advanced training sessions.

### Debriefing Tips

- Debrief after each roleplay by asking the characters how they felt during the roleplay and to describe any observations they had while playing the role.
- Always start with the person who has the most difficult role (mediator), then the parties, then the observers/coaches.
- Have each group read the mediated agreement out loud to be critiqued by the class.
- Be sure to offer positive remarks before critical ones.
- Don't be afraid to offer constructive criticism or otherwise you won't have good mediators.
- Remember that each person has his/her own style. Things can be done effectively more than one way.

### Sample Roleplay Debriefing Questions

For mediators:

- Describe your rapport with your co-mediator.
- Did you remember to paraphrase after each party's Opening Statement?
- Did you remember to assign a task to the waiting party during the caucus?
- Did you mention confidentiality: Opening Statement, Beginning of each caucus; End of each caucus; Closing Statement?


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caucus; End of each caucus; Closing Statement?

- What skills and techniques did you use? Were they helpful?
- Did your transitions from stage to stage occur naturally or were you unsure when to move on?
- Was there any particular stage where you felt: Stuck? Frustrated? Competent?
- Was there anything you wish you did differently?

Have each group read the mediated agreement. For additional questions, see the School Mediator Debriefing Form.

For the parties.

- Did you feel heard and understood?
- Did you trust the mediator?
- Did you perceive the mediator(s) as neutral?
- Did the mediators give you enough time to describe your side of the situation?
- Did the mediators allow you to word your Agreement?

For additional questions see the School-Based Peer Mediation Evaluation by Parties.

For coaches/observers?

- What skills did the mediators perform well?
- What areas need more practice?


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# Your Notes


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# CHAPTER EIGHT

## LEGAL PRINCIPLES

### OBJECTIVES

1. Understand the difference between a crime and a civil action.
2. Understand what the police do.
3. Understand what the District Attorney does.
4. Understand the difference in outcome between mediation and the traditional legal system.

Review the material in the Student Manual.

Sample discussion questions:

- What is a "crime?"
- How do crimes differ from civil actions?
- What do the police do?
- When can the police arrest someone?
- What is prosecution?
- Who decides whether or not a case will be prosecuted?
- What kinds of situations might result in a civil suit?
- What types of court cases might be better served in mediation? (those involving a continuing relationship: divorce, child custody, parent/youth, landlord/tenant, special education, etc.)
- What other types of situations are mediated? (construction, environment, victim-offender reconciliation, labor relations).

Refer to the chart from the first session. Ask the students to reflect over the entire training and brainstorm the benefits of using mediation (last exercise).

If you have time, invite the students to relate experiences with lawsuits, if the group is comfortable sharing. Ask them to discuss how mediation might have changed the outcome or the feelings of those involved.


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## SCHOOL MEDIATION INTAKE FORM

Date _____ Case ID: _____

**Initiating Party** _____

Homeroom _____ Grade _____ Teacher _____

Has the Initiating Party used mediation before?

☐ Yes, as Initiating Party ☐ Party

☐ Yes, as Responding ☐ No

**Responding Party** _____

Homeroom _____ Grade _____ Teacher _____

Has the Responding Party used mediation before?

☐ Yes, as Initiating Party ☐ Yes, as Responding Party ☐ No

Have these parties been in mediation together before?

☐ Yes, different conflict ☐ Yes, same conflict ☐ No

How long have these parties been involved with this current conflict?

☐ Not sure ☐ More than one week but less than a month ☐ One month or more

☐ One week or less

**Referred by** (name): _____

☐ Teacher ☐ Counselor ☐ Self

☐ Student ☐ NTA ☐ Other _____

**This Conflict Involves:**

☐ Disagreement (verbal) ☐ Truancy ☐ Property

☐ Rumors ☐ Behavior ☐ Money

☐ Fighting (physical) ☐ Rules ☐ Other_____

**Presenting Problem:** _____

**Was a Mediation Scheduled?**

☐ Yes ☐ No, explain _____

**Mediation Date:** _____ **Time:** _____ **Room:** _____

**Co-Mediators Assigned:** 1. _____ 2. _____

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# MEDIATION WORD SEARCH

O P E N I N G S T A T E M E N T S C
N E H W L C O N F L I C T O E M A O
P A I D B A R G A I N A I P G E I M
A C N N I S S U E O I T M T O E B M
R E T I T S U R T D A W I I T D D U
A M E F F I A E E I G H N O I U M N
P A R T I E S M L V R O G N A T E I
H K R C G T N I N T E R E S T I D C
R E U A H E C O N C E R N S E T I A
A R P F T N Y E N O M I E O N T A T
S P T S O T R U O C E V A L U A T E
I R I C A U C U S O N E V L O S O G
N L E G R D I S P U T A N T S R R N
G R E A L I T Y T E S T I N G A W I
E T H I C A L T O N E U T R A L H M
E S A C O N F I D E N T I A L M A A
G R O U N D R U L E S I M O R P T L
R U M O R G N I M R O T S N I A R B

**Instructions:** Locate and circle the mediation words listed below. The remaining (uncircled) letters in the Word Search puzzle spell a message. Can you decipher the message?

Agreements
Attitude
Bargain
Bias
Blaming
Brainstorming
Case
Caucus
Communicate
Concerns
Confidential
Conflict
Court
Disputants
Ethical
Evaluate
Factfind
Fight
Groundrules
Interest
Interrupt
Issue
Listen
Mediate
Mediator
Money
Negotiate
Neutral
Notes
Opening Statement
Options
Paraphrasing
Parties
Peacemaker
Promise
Reality Testing
Reconciliation
Role Reversal
Rumor
Solve
Timing
Tone
Trust
What
When
Who



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FEARFUL OF LOSING THEIR NEUTRALITY, NEW MEDIATORS OFTEN EXCUSE THEMSELVES FROM THE KIND OF CASE THAT FEELS UNCOMFORTABLE.

FEARFUL OF LOSING THEIR NEUTRALITY, NEW MEDIATORS OFTEN EXCUSE THEMSELVES FROM THE KIND OF CASE THAT FEELS UNCOMFORTABLE.

FEARFUL OF LOSING THEIR NEUTRALITY, NEW MEDIATORS OFTEN EXCUSE THEMSELVES FROM THE KIND OF CASE THAT FEELS UNCOMFORTABLE.

FEARFUL OF LOSING THEIR NEUTRALITY, NEW MEDIATORS OFTEN EXCUSE THEMSELVES FROM THE KIND OF CASE THAT FEELS UNCOMFORTABLE.

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FEARFUL OF LOSING THEIR NEUTRALITY, NEW MEDIATORS OFTEN EXCUSE THEMSELVES FROM THE KIND OF CASE THAT FEELS UNCOMFORTABLE.

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# A BRAND NEW WORLD

DIRECTIONS: Imagine your group has been selected to survive the rest of the human population and has the choice of picking two more people to survive with you. As a group, pick two of the six people described below. Be prepared to explain the basis for your selections. Choose a Group Reporter who will keep notes and report your group's results.

1. Mary....38 years old....heavyset....Puerto Rican....long black hair with a touch of grey. She is carrying two large shopping bags and hurrying her children into the subway at 3:30 p.m.

2. Grace....65 years old....white. She is dressed in a soft pink pastel dress with a pillbox hat a white gloves. She is browsing in a Madison Avenue art gallery.

3. Rodney....18 years old...Black. He is dressed in stone-washed jeans, a goose-down jacket and Fila sneakers. He is carrying a basketball in one hand and a boom box in the other.

4. James....15 years old....Chinese. He is dressed in a sweat jacket, designer jeans and Reebok sneakers. He is carrying his books neatly piled under one arm and a calculator in the other.

5. Morris....55 years old....white. He is wearing a checkered flannel shirt, an old navy pea coat and a woolen captain's hat. He is in a local cafeteria, smoking a cigar and reading the racing pages of the *Daily News*.

6. Lisa...16 years old....long blonde hair. She is wearing overalls. She is standing on the school steps, and carrying a guitar and a book of poetry.

## SCHOOL MEDIATOR DE-BRIEFING FORM

Mediation Date: _____ Case ID: _____

Mediator completing this form: _____

Who was your Co-Mediator in this case? _____

What was the main issue being mediated?

☐ Disagreement (verbal) ☐ Behavior ☐ Property

☐ Fighting (physical) ☐ Rules ☐ Money

☐ Truancy ☐ Rumors ☐ Other_____

Did you or your co-mediator mention confidentiality in the opening statement?

☐ Yes ☐ No

Did you and your co-mediator caucus with the parties?

☐ Yes ☐ No

Did you or your co-mediator mention confidentiality in each of the caucuses?

☐ Yes ☐ No ☐ Not sure

Did caucusing appear to help the parties reach an agreement?

☐ Yes ☐ No ☐ Not sure

Was there anything else the mediator(s) could have done to aid the parties?

☐ Yes ☐ No ☐ Not sure

Explain: _____

How satisfied do you think the Initiating Party was when the mediation ended?

☐ Very Satisfied ☐ Unsatisfied ☐ Not sure

☐ Satisfied ☐ Very Unsatisfied

Explain: _____

How satisfied do you think the Responding Party was when the mediation ended?

☐ Very Satisfied ☐ Unsatisfied ☐ Not sure

☐ Satisfied ☐ Very Unsatisfied

Explain: _____

How satisfied are you, as the mediator, with the way the mediation went?

☐ Very Satisfied ☐ Unsatisfied ☐ Not sure

☐ Satisfied ☐ Very Unsatisfied

Explain: _____

How satisfied are you with the way you and your co-mediator worked together during the mediation?

☐ Very Satisfied ☐ Unsatisfied ☐ Not sure

☐ Satisfied ☐ Very Unsatisfied

Explain: _____

Was there anything about this mediation that made it difficult to stay neutral (not take sides)?

☐ Yes ☐ No ☐ Not sure

Explain: _____

Based on this mediation, is there anything that you would have liked to have learned more about in training?

☐ Yes ☐ No ☐ Not sure

Explain: _____

In looking back, is there anything you wish you had done differently in this mediation?

☐ Yes ☐ No ☐ Not sure

Explain: _____

Was an Agreement reached?

☐ Yes ☐ No

Explain: _____

Was follow-up recommended?

☐ Yes ☐ No

Explain: _____

Other Comments: _____

_____

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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## SCHOOL-BASED PEER MEDIATION
## PRE-TRAINING QUESTIONNAIRE FOR STAFF

1. Staff ID: _____ 2. Your school: _____

3. Your age: (years) _____ 4. Your job title: _____

5. Your sex: (check one)

☐ Female ☐ Male

6. Your race: (check one)

☐ African-American ☐ Caucasian ☐ Inter-racial: describe _____ ☐ Other: describe _____

☐ Asian ☐ Hispanic

**Below are several questions related to conflict. By conflict, we mean any kind of physical fight (hitting or punching) or verbal disagreement (talking or shouting) or dispute that people sometimes get involved in.**

7. About how many conflicts have you BEEN INVOLVED IN at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

8. About how many conflicts have you HELPED SETTLE (*resolve*) at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

**Please complete the following sentences with the first words that come to your mind.**

9. When I think about conflict, I _____

_____

10. I think that most conflicts are caused by _____

_____

11. People could stop conflict if they _____

_____

12. When I get angry, I _____

_____

13. I think that peer mediation is _____

_____

(over)



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**Please answer the following questions in terms of how you feel about conflict. When you answer, use the following scale:**

**SA = Strongly Agree (YES!)**
**A = Agree (yes)**
**U = Undecided (?)**
**D = Disagree (no)**
**SD = Strongly Disagree (NO!)**

14. I'd rather avoid a conflict than face it and confront the other person.

SA A U D SD

15. When people have conflicts they should try to work with the other person to solve it.

SA A U D SD

16. Physical fighting is an effective way to deal with a conflict.

SA A U D SD

17. I let my friends influence the way I handle conflicts.

SA A U D SD

18. Overall, I think I handle conflict effectively.

SA A U D SD

**Please answer the following questions in your own words.**

19. Describe a conflict that is common in your school: _____

_____

20. Describe how you would help resolve the conflict you just mentioned above: _____

_____

21. List two kinds of situations which you would have trouble *not* talking about (keeping confidential):

a. _____

b. _____

22. List two kinds of situations in which you would have trouble *not* taking sides (staying neutral):

a. _____

b. _____

23. List three skills that you think are important or necessary to be a good mediator:

a. _____

b. _____

c. _____

24. Why do you want to be involved in the peer mediation program? _____

_____



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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## SCHOOL-BASED PEER MEDIATION
## POST-TRAINING QUESTIONNAIRE FOR STAFF

1. Staff ID: _____ 2. Your school: _____

3. Your age: (years) _____ 4. Your job title: _____

5. Your sex: (check one)

☐ Female ☐ Male

6. Your race: (check one)

☐ African-American ☐ Caucasian ☐ Inter-racial: describe _____ ☐ Other: describe _____

☐ Asian ☐ Hispanic

**Below are several questions related to conflict. By conflict, we mean any kind of physical fight (hitting or punching) or verbal disagreement (talking or shouting) or dispute that people sometimes get involved in.**

7. About how many conflicts have you BEEN INVOLVED IN at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

8. About how many conflicts have you HELPED SETTLE (*resolve*) at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

**Please complete the following sentences with the first words that come to your mind.**

9. When I think about conflict, I _____

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13. I think that peer mediation is _____

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(over)



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**SA = Strongly Agree (YES!)**
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18. Overall, I think I handle conflict effectively.

SA A U D SD

**Please answer the following questions in your own words.**

19. Describe a conflict that is common in your school: _____

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20. Describe how you would help resolve the conflict you just mentioned above: _____

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21. List two kinds of situations which you would have trouble *not* talking about (keeping confidential):

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22. List two kinds of situations in which you would have trouble *not* taking sides (staying neutral):

a. _____

b. _____

23. List three skills that you think are important or necessary to be a good mediator:

a. _____

b. _____

c. _____

24. Why do you want to be involved in the peer mediation program? _____

_____



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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## SCHOOL-BASED PEER MEDIATION
## POST-TRAINING QUESTIONNAIRE FOR STAFF

1. Staff ID: _____ 2. Your school: _____

3. Your age: (years) _____ 4. Your job title: _____

5. Your sex: (check one)

☐ Female ☐ Male

6. Your race: (check one)

☐ African-American ☐ Caucasian ☐ Inter-racial: describe _____ ☐ Other: describe _____

☐ Asian ☐ Hispanic

**Below are several questions related to conflict. By conflict, we mean any kind of physical fight (hitting or punching) or verbal disagreement (talking or shouting) or dispute that people sometimes get involved in.**

7. About how many conflicts have you BEEN INVOLVED IN at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

8. About how many conflicts have you HELPED SETTLE (*resolve*) at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

**Please complete the following sentences with the first words that come to your mind.**

9. When I think about conflict, I _____

_____

10. I think that most conflicts are caused by _____

_____

11. People could stop conflict if they _____

_____

12. When I get angry, I _____

_____

13. I think that peer mediation is _____

_____

(over)



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**Please answer the following questions in terms of how you feel about conflict. When you answer, use the following scale:**

**SA = Strongly Agree (YES!)**
**A = Agree (yes)**
**U = Undecided (?)**
**D = Disagree (no)**
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14. I'd rather avoid a conflict than face it and confront the other person.

SA A U D SD

15. When people have conflicts they should try to work with the other person to solve it.

SA A U D SD

16. Physical fighting is an effective way to deal with a conflict.

SA A U D SD

17. I let my friends influence the way I handle conflicts.

SA A U D SD

18. Overall, I think I handle conflict effectively.

SA A U D SD

**Please answer the following questions in your own words.**

19. Describe a conflict that is common in your school: _____

_____

20. Describe how you would help resolve the conflict you just mentioned above: _____

_____

21. List two kinds of situations which you would have trouble *not* talking about (keeping confidential):

a. _____

b. _____

22. List two kinds of situations in which you would have trouble *not* taking sides (staying neutral):

a. _____

b. _____

23. List three skills that you think are important or necessary to be a good mediator:

a. _____

b. _____

c. _____

24. Why do you want to be involved in the peer mediation program? _____

_____



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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## SCHOOL-BASED PEER MEDIATION
## STUDENT TRAINING EVALUATION

**Your feedback on this mediation training is very important to us.**

1. Student ID: _____ 2. Your school: _____

3. Your age: (years) _____ 4. Your grade: (5-12) _____

5. Your sex: (check one)

☐ Female ☐ Male

6. Your race: (check one)

☐ African American ☐ Caucasian ☐ Inter-racial describe: _____ ☐ Other describe: _____

☐ Asian ☐ Hispanic

**Use this scale to rate how much you agree with each of the following statements:**

**SA = Strongly Agree (YES!)**
**A = Agree (yes)**
**U = Undecided (?)**
**D = Disagree (no)**
**SD = Strongly Disagree (NO!)**

**Circle one response for each.**

| | | | | | |
|---|---|---|---|---|---|
| 7. The training manuals were easy to follow. | SA | A | U | D | SD |
| 8. The training manuals covered all information I needed about mediation. | SA | A | U | D | SD |
| 9. The mediation trainers explained all mediation procedures clearly. | SA | A | U | D | SD |
| 10. The mediation trainers answered all questions to my satisfaction. | SA | A | U | D | SD |
| 11. The mediation trainers provided opportunities for persons to express their views about mediation. | SA | A | U | D | SD |
| 12. The mediation trainers gained my trust and confidence. | SA | A | U | D | SD |
| 13. In general, the training included enough time to practice skills in resolving conflict. | SA | A | U | D | SD |
| 14. In general, the training enhanced my skills for resolving conflicts. | SA | A | U | D | SD |
| 15. In general, the training met my needs. | SA | A | U | D | SD |
| 16. The training did a good job of preparing me tomediate conflicts. | SA | A | U | D | SD |

**Use this scale to rate how helpful the training was in explaining each of the following topics:**

**VH = Very Helpful**
**H = Helpful**
**NH = Not Helpful**
**? = Can't Remember**
**NA = Not Applicable (it was definitely not covered).**

**Circle one response for each.**

| | | | | | |
|---|---|---|---|---|---|
| 17. Basic terms and definitions | VH | H | NH | ? | NA |
| 18. Difference between adjudication and mediation | VH | H | NH | ? | NA |
| 19. Qualities of a good mediator | VH | H | NH | ? | NA |
| 20. Co-mediation | VH | H | NH | ? | NA |
| 21. Confidentiality | VH | H | NH | ? | NA |
| 22. Neutrality | VH | H | NH | ? | NA |
| 23. Opening statement | VH | H | NH | ? | NA |
| 24. Fact-finding skills | VH | H | NH | ? | NA |
| 25. Listening skills | VH | H | NH | ? | NA |
| 26. Caucusing | VH | H | NH | ? | NA |
| 27. Brainstorming | VH | H | NH | ? | NA |
| 28. Evaluating options | VH | H | NH | ? | NA |
| 29. Bargaining | VH | H | NH | ? | NA |
| 30. Agreement writing | VH | H | NH | ? | NA |
| 31. Closing statement | VH | H | NH | ? | NA |
| 32. Roleplays | VH | H | NH | ? | NA |
| 33. Ethical issues and special situations | VH | H | NH | ? | NA |
| 34. Legal principles | VH | H | NH | ? | NA |

35. Was there anything not covered in training that you would have liked to see covered?

_____

_____

_____

36. How you would improve the training. _____

_____

_____

_____



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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## SCHOOL-BASED PEER MEDIATION
## STAFF TRAINING EVALUATION

**Your feedback on this mediation training is very important to us.**

1. Staff ID: _____ 2. Your school: _____

3. Your age: (years) _____ 4. Your job title: _____

5. Your sex: (check one)

☐ Female ☐ Male

6. Your race: (check one)

☐ African American ☐ Caucasian ☐ Inter-racial describe: _____ ☐ Other describe: _____

☐ Asian ☐ Hispanic

**Use this scale to rate how much you agree with each of the following statements:**

**SA = Strongly Agree (YES!)**
**A = Agree (yes)**
**U = Undecided (?)**
**D = Disagree (no)**
**SD = Strongly Disagree (NO!)**

**Circle one response for each.**

| | | | | | |
|---|---|---|---|---|---|
| 7. The training manuals were easy to follow. | SA | A | U | D | SD |
| 8. The training manuals covered all information I needed about mediation. | SA | A | U | D | SD |
| 9. The mediation trainers explained all mediation procedures clearly. | SA | A | U | D | SD |
| 10. The mediation trainers answered all questions to my satisfaction. | SA | A | U | D | SD |
| 11. The mediation trainers provided opportunities for persons to express their views about mediation. | SA | A | U | D | SD |
| 12. The mediation trainers gained my trust and confidence. | SA | A | U | D | SD |
| 13. In general, the training included enough time to practice skills in resolving conflict. | SA | A | U | D | SD |
| 14. In general, the training enhanced my skills for resolving conflicts. | SA | A | U | D | SD |
| 15. In general, the training met my needs. | SA | A | U | D | SD |
| 16. The training did a good job of preparing me tomediate conflicts. | SA | A | U | D | SD |

**Use this scale to rate how helpful the training was in explaining each of the following topics:**

**VH = Very Helpful**
**H = Helpful**
**NH = Not Helpful**
**? = Can't Remember**
**NA = Not Applicable (it was definitely not covered).**

**Circle one response for each.**

| | | | | | |
|---|---|---|---|---|---|
| 17. Basic terms and definitions | VH | H | NH | ? | NA |
| 18. Difference between adjudication and mediation | VH | H | NH | ? | NA |
| 19. Qualities of a good mediator | VH | H | NH | ? | NA |
| 20. Co-mediation | VH | H | NH | ? | NA |
| 21. Confidentiality | VH | H | NH | ? | NA |
| 22. Neutrality | VH | H | NH | ? | NA |
| 23. Opening statement | VH | H | NH | ? | NA |
| 24. Fact-finding skills | VH | H | NH | ? | NA |
| 25. Listening skills | VH | H | NH | ? | NA |
| 26. Caucusing | VH | H | NH | ? | NA |
| 27. Brainstorming | VH | H | NH | ? | NA |
| 28. Evaluating options | VH | H | NH | ? | NA |
| 29. Bargaining | VH | H | NH | ? | NA |
| 30. Agreement writing | VH | H | NH | ? | NA |
| 31. Closing statement | VH | H | NH | ? | NA |
| 32. Roleplays | VH | H | NH | ? | NA |
| 33. Ethical issues and special situations | VH | H | NH | ? | NA |
| 34. Legal principles | VH | H | NH | ? | NA |

35. Was there anything not covered in training that you would have liked to see covered?

_____

_____

_____

36. How you would improve the training. _____

_____

_____

_____



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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## SCHOOL-BASED PEER MEDIATION
## POST-TRAINING QUESTIONNAIRE FOR STUDENTS

1. Student ID: _____ 2. Your school: _____

3. Your age: (years) _____ 4. Your grade: (5-12) _____

5. Your sex: (check one)

☐ Female ☐ Male

6. Your race: (check one)

☐ African-American ☐ Caucasian ☐ Inter-racial: describe _____ ☐ Other: describe _____

☐ Asian ☐ Hispanic

**Below are several questions related to conflict. By conflict, we mean any kind of physical fight (hitting or punching) or verbal disagreement (talking or shouting) or dispute that people sometimes get involved in.**

7. About how many conflicts have you BEEN INVOLVED IN at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

8. About how many conflicts have you HELPED SETTLE (*resolve*) at school during the last month? (check one)

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

**Please complete the following sentences with the first words that come to your mind.**

9. When I think about conflict, I _____

_____

10. I think that most conflicts are caused by _____

_____

11. People could stop conflict if they _____

_____

12. When I get angry, I _____

_____

13. I think that peer mediation is _____

_____

(over)



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**Please answer the following questions in terms of how you feel about conflict. When you answer, use the following scale:**

**SA = Strongly Agree (YES!)**
**A = Agree (yes)**
**U = Undecided (?)**
**D = Disagree (no)**
**SD = Strongly Disagree (NO!)**

14. I'd rather avoid a conflict than face it and confront the other person.

SA A U D SD

15. When people have conflicts they should try to work with the other person to solve it.

SA A U D SD

16. Physical fighting is an effective way to deal with a conflict.

SA A U D SD

17. I let my friends influence the way I handle conflicts.

SA A U D SD

18. Overall, I think I handle conflict effectively.

SA A U D SD

**Please answer the following questions in your own words.**

19. Describe a conflict that is common in your school: _____

_____

20. Describe how you would help resolve the conflict you just mentioned above: _____

_____

21. List two kinds of situations which you would have trouble *not* talking about (keeping confidential):

a. _____

b. _____

22. List two kinds of situations in which you would have trouble *not* taking sides (staying neutral):

a. _____

b. _____

23. List three skills that you think are important or necessary to be a good mediator:

a. _____

b. _____

c. _____

24. Why do you want to be a peer mediator? _____ 81 _____

_____

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## SCHOOL-BASED PEER MEDIATION
## EVALUATION BY PARTIES

Date: _____ Case ID: _____

**Thank you for using mediation. Please take a few minutes to answer the following questions about your experience in mediation.**

Your school: _____

Your age: _____ Your grade: (5-12) _____

Your sex:

☐ Female ☐ Male

Your race:

☐ African American ☐ Caucasian ☐ Inter-racial describe: _____ ☐ Other describe: _____

☐ Asian ☐ Hispanic

Were you the INITIATING PARTY (asking for mediation) or the RESPONDING PARTY (agreeing to mediation) for this conflict?

☐ Initiating ☐ Responding ☐ Not sure

Was this the first time you have used mediation?

☐ Yes ☐ No

If no, how many times have you used mediation to resolve a conflict?

☐ 1 ☐ 2 ☐ 3 ☐ More than 3

Was this your first mediation experience with *this* other party?

☐ Yes ☐ No

If no, how many times have you used mediation to resolve a conflict with *this* other party?

☐ 1 ☐ 2 ☐ 3 ☐ More than 3

Did someone explain mediation before it took place?

☐ Yes ☐ No ☐ Not sure

If yes, who? _____

Did someone ask you if you were willing to go to mediation before it took place?

☐ Yes ☐ No ☐ Not sure

If yes, who? _____

Was your mediation held in a place that was private?

☐ Yes ☐ No

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Did the mediator(s) explain what would happen in mediation before it started?

☐ Yes ☐ No ☐ Not sure

Explain:_____

Did the mediator(s) explain that everything said in mediation would be kept secret (confidential)?

☐ Yes ☐ No ☐ Not sure

Explain:_____

Did you trust and believe the mediator(s)?

☐ Yes ☐ No ☐ Not sure

Explain:_____

Did the mediator(s) help you identify the problems to discuss during the mediation session?

☐ Yes ☐ No ☐ Not sure

Explain: _____

Did the mediator(s) keep from taking sides with the other party during the mediation session?

☐ Yes ☐ No ☐ Not sure

Explain:_____

Did the mediator(s) give you enough time to explain your side of the situation?

☐ Yes ☐ No ☐ Not sure

Explain:_____

Did the mediator(s) listen to your ideas about how to settle the conflict?

☐ Yes ☐ No ☐ Not sure

Explain: _____

Did the mediator(s) help you and the other party understand each other's point of view in the conflict?

☐ Yes ☐ No ☐ Not sure

Explain:_____

Was an agreement reached?

☐ Yes ☐ No

If YES; how satisfied are you with the agreement?

☐ Very satisfied ☐ Mixed ☐ Very unsatisfied

☐ Satisfied ☐ Unsatisfied

Explain:_____

Do you think that you would use mediation again?

☐ Definitely yes ☐ Not sure ☐ Definitely not
☐ Probably yes ☐ Probably not

Explain: _____

Do you think that you would suggest mediation for other students who are involved in a conflict?

☐ Definitely yes ☐ Not sure ☐ Definitely not
☐ Probably yes ☐ Probably not

Explain: _____

Are you interested in training to be a mediator?

☐ Definitely yes ☐ Not sure ☐ Definitely not
☐ Probably yes ☐ Probably not

What did you learn from this mediation about how to settle conflicts in the future?

_____

_____

_____

Is there anything else about your experience with mediation that you would like us to know?

_____

_____

_____



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## GOOD SHEPHERD NEIGHBORHOOD HOUSE MEDIATION PROGRAM
## BASIC MEDIATION TRAINING EVALUATION

**Your feedback on this mediation training is very important to us.**

1. Name (optional): _____ 2. Zip Code: _____

3. Profession/job _____ 4. Age: _____

5. Sex: (check one)

☐ Female ☐ Male

6. Race: (check one)

☐ African American ☐ Caucasian ☐ Inter-racial describe: _____ ☐ Other describe: _____

☐ Asian ☐ Hispanic

**Use this scale to rate how much you agree with each of the following statements:**

**SA = Strongly Agree (YES!)**
**A = Agree (yes)**
**U = Undecided (?)**
**D = Disagree (no)**
**SD = Strongly Disagree (NO!)**

**Circle one response for each.**

| | | | | | |
|---|---|---|---|---|---|
| 7. The training manuals were easy to follow. | SA | A | U | D | SD |
| 8. The training manuals covered all information I needed about mediation. | SA | A | U | D | SD |
| 9. The mediation trainers explained all mediation procedures clearly. | SA | A | U | D | SD |
| 10. The mediation trainers answered all questions to my satisfaction. | SA | A | U | D | SD |
| 11. The mediation trainers provided opportunities for persons to express their views about mediation. | SA | A | U | D | SD |
| 12. The mediation trainers gained my trust and confidence. | SA | A | U | D | SD |
| 13. In general, the training included enough time to practice skills in resolving conflict. | SA | A | U | D | SD |
| 14. In general, the training enhanced my skills for resolving conflicts. | SA | A | U | D | SD |
| 15. In general, the training met my needs. | SA | A | U | D | SD |
| 16. The training did a good job of preparing me to mediate conflicts. | SA | A | U | D | SD |

**Use this scale to rate how helpful the training was in explaining each of the following topics:**

**VH = Very Helpful**
**H = Helpful**
**NH = Not Helpful**
**? = Can't Remember**
**NA = Not Applicable (it was definitely not covered)**

**Circle one response for each.**

| | | | | | |
|---|---|---|---|---|---|
| 17. Basic terms and definitions | VH | H | NH | ? | NA |
| 18. Differences between adjudication, arbitration and mediation | VH | H | NH | ? | NA |
| 19. Qualities of a good mediator | VH | H | NH | ? | NA |
| 20. Co-mediation | VH | H | NH | ? | NA |
| 21. Confidentiality | VH | H | NH | ? | NA |
| 22. Neutrality | VH | H | NH | ? | NA |
| 23. Opening statement | VH | H | NH | ? | NA |
| 24. Fact-finding skills | VH | H | NH | ? | NA |
| 25. Listening skills | VH | H | NH | ? | NA |
| 26. Caucusing | VH | H | NH | ? | NA |
| 27. Brainstorming | VH | H | NH | ? | NA |
| 28. Evaluating options | VH | H | NH | ? | NA |
| 29. Bargaining | VH | H | NH | ? | NA |
| 30. Agreement writing | VH | H | NH | ? | NA |
| 31. Closing statement | VH | H | NH | ? | NA |
| 32. Post-mediation considerations | VH | H | NH | ? | NA |
| 33. Special situations | VH | H | NH | ? | NA |
| 34. Ethical issues | VH | H | NH | ? | NA |
| 35. Roleplays | VH | H | NH | ? | NA |
| 36. Legal principles | VH | H | NH | ? | NA |

37. Was there anything not covered in the training that you would have liked to see covered?

_____

_____

38. How you would improve the training? _____

_____

_____

39. How did you hear about our training? _____

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